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14	UNITED STATES I	DISTRICT COURT
15	DISTRICT O	F ARIZONA
16	ROY and JOSIE FISHER, et al., Plaintiffs,	NO. CIV 74-090 TUC DCB
17	UNITED STATES OF AMERICA,	LEGAL MEMORANDUM OF OBJECTIONS TO JOINT
18	Plaintiff-Intervenor,	PROPOSED UNITARY STATUS
19	VS.	PLAN NOTING AREAS OF DISAGREEMENT
20	ANITA LOUD et al	(Assigned to: Honorable David C. Bury)
21	ANITA LOHR, et al.,	(rissigned to: Tronordole David C. Dary)
22	Defendants,	
	Defendants,	
23	and	
23 24		
	and SIDNEY L. SUTTON, et al.,	
24	and	

Defendants.

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MARIA MENDOZA, et al., Plaintiffs, UNITED STATES OF AMERICA, Plaintiff-Intervenor, VS. TUCSON UNIFIED SCHOOL DISTRICT NO. ONE, et al.,

No. CIV 74-204 TUC DCB

The Tucson Unified School District No. 1 (the "District"), by and through counsel undersigned, hereby submits its objections to the Joint Proposed Unitary Status Plan Noting Areas of Disagreement (the "Draft USP") filed contemporaneously herewith. The Draft USP is a document that was negotiated by all Parties. The District has agreed to most of the obligations and provisions of the Draft USP, but does not acknowledge or admit that vestiges of the segregated system remain in the District. Furthermore, the District does not acknowledge or agree that the obligations it is undertaking pursuant to the Draft USP are necessary or required to achieve unitary status.

The Draft USP includes comments indicating specific objections to language or provisions of the USP, and in some cases suggests additional or different language that should be included. The purpose of this Memorandum is to elaborate on the factual and legal basis for those objections, and to set forth certain additional objections that are not related to the specific language of the Draft USP, but rather to the legal underpinnings of this case and the legal basis for including certain provisions in the USP.

I. INTRODUCTION AND PROCEDURAL HISTORY

The purpose of a desegregation case is to restore a segregated school system to unitary status and to return control of the district to its elected officials. *Freeman v. Pitts*, 503 U.S. 467, 489, 112 S. Ct. 1430, 1445 (1992). In order to be declared unitary, a school district must demonstrate that it has eliminated the vestiges of the segregated system, that it has complied in good faith with any court orders of desegregation and that it has demonstrated its good faith commitment to the operation of a non-discriminatory school system. *Id.* at 492, 112 S.Ct. at 1446, *citing Bd. of Educ. Of Oklahoma City v. Dowell*, 498 U.S. 237, 249-250, 111 S.Ct. 630, 637-638 (1991).

From August 31, 1978 through December 19, 2009, Tucson Unified School District (the "District") operated pursuant to a Stipulation of Settlement that was agreed to by the Fisher Plaintiffs, the Mendoza Plaintiffs, the United States Department of Justice and the District (collectively, the "Parties"), and approved by the Court on August 31, 1978. In December 2009, the United States District Court declared the District unitary and dismissed this lawsuit. The Fisher and Mendoza Plaintiffs appealed that ruling, and on July 19, 2011, the Ninth Circuit reversed the District Court and remanded this case for further proceedings. The Ninth Circuit ruled that the District must demonstrate that it had eliminated the vestiges of segregation as to each of the *Green*¹ factors (student assignment, faculty assignment, facilities, extracurricular activities and transportation) and that it had demonstrated its good faith intent to the operation of a desegregated school system. Citing *Freeman, supra*, the Ninth Circuit acknowledged that the District Court could find that

¹ Green v. School Board of New Kent County, 391 U.S. 430, 88 S.Ct. 1689 (1968)

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withdrawal of judicial supervision was appropriate now or in the future as to specific Green factors, if the vestiges of segregation had been eliminated in those areas.

Pursuant to this Court's Order dated January 6, 2012, the Special Master was required to prepare, within six months of his appointment, an Initial Report that would include, among other things, findings of fact and recommended conclusions of law concerning the District's compliance with the Post Unitary Status Plan, whether withdrawal of judicial supervision was appropriate with regard to any Green or ancillary factor, and a proposed unitary status plan. "In formulating the USP, the Special Master is to consider the parties' briefs regarding (1) the adequacy of the PUSP, including their identification of the areas in the PUSP which should be incorporated, omitted, supplemented, and/or improved in the USP; (2) any Green factors with respect to which the Parties believe partial withdrawal of judicial oversight is appropriate; and (3) the parties' submissions on the status of implementation of the PUSP." January 6 Order at p. 5, lines 6 - 10. The Special Master did not make any findings with regard to the parties' briefs, and the parties themselves ultimately negotiated the language of the Joint Proposed Unitary Status Plan Noting Areas of Disagreement (the "Draft USP") filed contemporaneously herewith.

Because there were no findings of fact, the parties' efforts in negotiating the Draft USP were completely uninformed by any findings related to activities already underway or fully implemented in the District. Further, the Special Master apparently did not consider whether, as a factual or legal matter, the District was entitled to partial withdrawal of judicial oversight as to any aspect of this case. Although the District has agreed to nearly all of the substantive provisions and language in the Draft USP, specific objections were

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noted in the Draft USP. These objections will be further briefed in this Memorandum, and additional objections are raised herein to protect the record and to clarify the District's legal position with regard to unitary status. This is particularly critical as the Draft USP may change as a result of the public input process, further negotiation of the Parties and briefing that may be submitted by the State of Arizona.

Pursuant to the District Court's Order dated January 6, 2012, the District submitted briefing to the Court and the Special Master arguing that withdrawal of judicial supervision was appropriate with regard to faculty assignment, facilities and extracurricular activities. Each of these areas will be addressed below, in connection with the discussion of the applicable provisions in the Draft USP. Generally, however, it is undisputed that any proposed remedy in a desegregation case must relate to the Constitutional violation that was found. Freeman, supra at 487, citing Swann v. Charlotte-Mecklenburg Bd. of Educ., 402 U.S. 1, 15-16, 91 S.Ct. 1267, 1275-1276 (1971). Furthermore, the purpose of any remedy must be "to restore the victims of discriminatory conduct to the position they would have occupied in the absence of such conduct." *Jenkins v. Missouri*, 515 U.S. 70, 88, 115 S.Ct. 2038, 2049 (1995), quoting *Milliken v. Bradley*, 433 U.S. 267, 280-81, 97 S.Ct. 2749, 2757 (1977). Procedurally, this case stands on unusual footing. The only findings of any constitutional violation are in the Findings of Fact and Conclusions of Law adopted by the District Court by Order dated June 4, 1978 (the "Findings and Conclusions"). Although these Findings and Conclusions were later superseded by the Stipulation of Settlement approved by the Court on August 31, 1978 (the "Stipulation"), there were no findings of fact or conclusions of law in the Stipulation or in the Order approving the Stipulation.

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Thus, the parties and the Court must look to the original Findings and Conclusions and to the specific remedies that were agreed upon in the Stipulation to determine what the constitutional violations were and to thereby define the limited scope of any remedial order to be entered.

The District acknowledges that over the thirty-four years since the Findings and Conclusions were adopted, the scope of the remedy changed and arguably expanded, as student assignment plans were changed, schools were opened, money was spent and other programs and activities were implemented under the auspices of and with the authority of this Court. That does not change the fact, however, that no further Constitutional violations have been found, and that any new remedies that are ordered must be based on and intended to remedy a Constitutional violation. Furthermore, even as the Ninth Circuit found that the unitary status determination was improper, in light of the findings of lack of good faith, it allowed for the possibility that the vestiges of discrimination had in fact been eliminated to the maximum extent practicable and that partial withdrawal of judicial control might be appropriate as to some of the Green factors. Fisher v. Tucson Unified School District, 652 F.3d 1131, 1144-1145 (9th Cir. 2011). The primary focus of both the District Court and the Ninth Circuit in finding that the District was not unitary was its failure to monitor its activities, report on them and evaluate the effectiveness of those activities. Id. at 1143 ("The District has produced no evidence to rebut the lower court's finding that the District failed to collect and analyze the data that would reveal whether its desegregation efforts were working.") That failure is addressed by the Evidence-based Accountability System ("EBAS") which is included as a part of the Draft USP.

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The arguments with regard to each section of the Draft USP will be set forth below, in the order in which they appear in the Draft USP and numbered as they are in the Draft USP.

II. STUDENT ASSIGNMENT

The District objects to only one aspect of the provisions on student assignment, a requirement in Section II.G.2.a of the Draft USP that magnet schools allow only 50% of their seats to be filled by students from the school's attendance or preferred admission zone. This objection is discussed in more detail below. However, because the Parties have agreed to definitions and strategies for student assignment that vary significantly from other desegregation plans and past practices in the District, a discussion of these provisions follows.

The Parties have agreed to very ambitious definitions of "Racially Concentrated" schools and "Integrated Schools" in an effort to encourage students to take advantage of opportunities to attend schools that reflect the racial and ethnic enrollment of the District as a whole. A "Racially Concentrated" school is defined as a school that has a single racial or ethnic group representing more than 70% of a school's enrollment. An "Integrated School" is one in which no single racial ethnic group deviates from the District average for that grade level (elementary school, middle school, K-8 and high school) by more than 15%, and in which no single racial or ethnic group exceeds 70% of the school's enrollment. As of the 40th day of the 2012-13 school year, the District's Latino enrollment was 64.1% at the elementary school level, 64.6% at the middle school level and 56.4% at the high school level. As a result, in order for a school to be an Integrated School, or to not be a Racially

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Concentrated school, it must have a Latino enrollment that is less than 6% above the District average for elementary and middle schools, and less than 14% above the District average for high schools. In desegregation cases, it is typical for student assignment plans to have as their goal schools that are within +/-15% of the District average for each racial or ethnic group. See, Belk v. Charlotte-Mecklenburg Bd. of Education, 269 F.3d 305, 319 (4th Cir. 2001). The District has agreed to these definitions because of the way in which they are used in the student assignment plans included in the Draft USP. It is important to note, however that the definitions represent a significant compromise from what would typically be required in a desegregation case, and an even more significant compromise given the history of student assignment plans in this case.

The District Court in 1978 found that the "the segregative acts by the District and the existence of racial imbalance in the schools are insufficient for a finding that a Mexican-American/Anglo dual school system has ever been operated by the defendants." Findings and Conclusions at p. 221, ¶49. In spite of this, the Court found that many Mexican-American and African-American students were "subjected to discrimination by being sent to schools which were heavily minority, partially as a result of intentional segregative acts." Findings and Conclusions at p. 221, ¶51. The Court further held that, even by 1978, demographics had played a significant role in altering the District's student assignment. Although it found that the District had "acted with segregative intent" at several schools in at least one year between 1951 and 1976, the Court noted that "[e]ven without any intentional segregative acts by the District, certain schools would not have a racial or ethnic balance noticeably different from that which they have at present: Davis, Safford

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Elementary, Menlo Park, Mission View, Richey, Borton, Hughes, Carrillo, Hollinger, Blenman, Lynn, Pueblo Gardens, Holladay, Cavett, Myers, White, Mansfeld and Utterback." Findings and Conclusions at p. 221, ¶53 and p. 222, ¶58.

Even in 1978, the goal of the student assignment plans was to maintain, to the extent possible, the District's neighborhood school system. Remedies were implemented immediately to address the vestiges of segregation that had been found by the Court in only nine of the District's schools. In the Stipulation, the District agreed to adopt additional student assignment plans to address alleged vestiges in certain of the District's other schools, but did not agree that any vestiges were in fact present in those schools. The Court, in its order dated August 11, 1978, approved the student assignment plans proposed by the District for the first nine schools. Discussing Brichta, Tully and Manzo, the Court noted that "the school attendance areas for Manzo and Tully remain unchanged. Although, the composition of Manzo school students would remain very heavily minority, the Court finds that the improvement is as much as would have existed at Manzo absent constitutionally objectionable School Board actions in previous years. The same is true with respect to Tully." August 11 Order at p. 5. The Court noted that the "limited effects" of past segregation would be remedied by the proposed plan. *Id.*

In other parts of the August 11 Order, the Court focused on the distances that various students would be required to travel once their schools were closed. For instance, the Court noted that "those students west of Euclid will be bussed to Davidson, and there may be some disruption of parental involvement and after school activity." August 11 Order at p. "Spring parents object to losing their neighborhood junior high school; however, all

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children live within approximately four miles of their new junior high, and this distance is not at all excessive when compared to other children around the district." Id. at p. 10. It was clearly a primary concern of the parties and the Court that students be kept, to the greatest extent possible, in schools near to their places of residence.

For Davis, Drachman and Carrillo Elementary Schools, the student assignment plan approved by the Court called for virtually no change to their attendance areas – instead, Davis students remained in the Davis attendance area, and Drachman and Carrillo were given a combined attendance area with students allowed to attend either school, with transportation provided if a student was outside the "walk zone." Stipulation dated September 5, 1980, approved by Court Order dated September 9, 1980.

The Ninth Circuit, when it remanded this case, did not find that the District had failed to comply with the Stipulation of Settlement, or even that it had failed to eliminate the vestiges of segregation in student assignment. Rather, it held that the District Court could not grant unitary status after entering findings of fact, which were supported by the record, that the District had "failed to act in good faith in its ongoing operation . . . under the Settlement Agreement." Fisher v. Tucson Unified Sch. Dist., 652 F.3d at 1142. The Ninth Circuit did not order the District Court to devise a new or additional remedy and did not make any findings as to whether vestiges of segregation still exist in the District, with regard to student assignment or any other *Green* factor.

The Parties have agreed to a student assignment plan that utilizes four basic strategies to encourage students to take advantage of the opportunity to attend integrated schools – attendance zones, pairing and clustering, magnet schools and open enrollment.

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The District does not object to the strategies or the definitions in this section. The District's only objection is the requirement in Section II.G.2.a of the Draft USP that magnet schools allow only 50% of their seats to be filled by students from the school's attendance or preferred admission zone. While this may work at some magnet schools, and some magnet schools may even have no attendance zone or preferred admission zone, the District believes that the 50% restriction is too limiting and could hamper the District's flexibility in creating and implementing the Magnet School Plan required by the Draft USP. Some schools, particularly the District's high schools, may have magnet programs but also serve a large geographic area in which there are no other alternatives for students who do not wish to be transported long distances. This is the District's only objection to the student assignment provisions in the Draft USP. The District believes that the strategies set forth in the Draft USP, used in conjunction with the definitions set forth in the Draft USP, will increase the number of schools in the District that reflect District-wide racial and ethnic enrollment and will increase the number of students who have the opportunity to attend such schools.

III. **TRANSPORTATION**

The District has no objections to the transportation provisions in the Draft USP.

IV. ADMINISTRATORS AND CERTIFICATED STAFF

The Draft USP contains numerous provisions with regard to the hiring and retention; assignment; evaluation; and professional development of administrators and certificated The District objects to only three provisions – Section IV(I)(3) which requires the District to provide financial support for a "grow your own" program to develop

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administrative leaders; Section IV(I)(4) which requires the District to complete training under Section IV by July 1, 2012 and Section IV(J)(2), which requires the District to hire or designate staff for professional development by April 1, 2012 instead of June 1, 2012 as the District proposed.

A. "Grow Your Own"

Section IV(I)(3) of the Draft USP requires the District to "develop and implement a plan for the identification and development of prospective administrative leaders, specifically designed to increase the number of African American and Latino principals, assistant principals, and District Office administrators." The District has no objection to the development and implementation of such a plan. The Draft USP includes as part of this plan, however, the adoption of a "grow your own" program through which the District would be required to provide financial support to enable current Latino and African American employees to secure the required certifications to become administrators. Based on the limited findings in this case, the very narrow requirements of the Stipulation with regard to faculty and staff and the results of a Labor Market Study (see Exhibit A), the District opposes this requirement.

The Stipulation imposed two obligations with regard to faculty and staff – an obligation to adopt a non-discrimination in hiring statement and an obligation to reassign African American teachers so that they were not concentrated in any District school. Assignment of Mexican-American faculty and staff was not addressed in any way in the Stipulation (and in fact the only count in the Complaint related to this issue was dismissed in the Order adopting the Findings and Conclusions). See June 5, 1978 Order, at ¶9. The

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Labor Market Study shows that by virtually every possible measure, the District has more Latino administrators and certificated staff than would be expected based on a variety of possible labor markets. The District has the expected number of African American administrators and certificated staff based on the Arizona labor market. This data, combined with the lack of a finding of a constitutional violation and the limited obligations imposed by the Stipulation, does not support a remedy of financial support for Latino and African American employees to secure additional degrees or certifications.²

B. Professional Development Deadlines

The Draft USP includes numerous professional development obligations in order to ensure its effective implementation. The District does not oppose any of the professional development requirements. However, some of the dates that have been proposed by Plaintiffs and included in the Draft USP are unrealistic in light of the District's contractual relationships with its employees, its obligations to provide professional development in a variety of areas unrelated to the Draft USP, its school calendar and its existing schedule for professional development. To accommodate these factors, the District objects to the requirement that all District principals be trained in creating Professional Learning Communities by July 1, 2013, and instead proposes that this date be moved to October 1,

² "With regard to faculty and staff assignments, it is important to emphasize that the 'proper comparison [is] between the racial composition of [the District's] teaching staff and the racial composition of the qualified public school teacher population in the relevant market.' . . . The School District acknowledges as much, although admits that it has never made this inquiry." Fisher v. Tucson Unified Sch. Dist., 652 F.3d 1131, 1144 n.29, quoting Hazelwood Sch. Dist. v. United States, 433 U.S. 299, 308, 97 S.Ct. 2736, 53 L.Ed.2d 768 (1977) (citation omitted). The District has now made this inquiry and the results support the District's arguments in this regard.

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2013. This will allow the District to utilize regularly-scheduled professional development time during the first quarter of the 2012-13 school year to provide the required training, and will ensure that the training is completed in time for principals to implement professional learning communities during the 2012-13 school year. Many elementary school principals are not on contract during the summer and the July 1 date would require that this training happen during the current school year, for which most professional development has already been scheduled and planned. Given the scope of the obligations in the Draft USP, it is unreasonable for the Plaintiffs to dictate the District's professional development schedule and to oppose the modest three-month extension that has been requested.

C. Hiring or Designation of Trainers

Section IV(J)(2) of the Draft USP requires that the District "designate, hire, or appropriate trainers for all certificated staff. administrators paraprofessionals to provide the professional development necessary to effectively implement the pertinent terms of this Order." The District proposes extending this deadline to July 1, 2013. Pursuant to Section IV(J)(1) of the Draft USP, the District is required, by April 1, 2013, "to develop a plan to ensure that all administrators and certificated staff are provided with copies of this Order and trained on its elements and requirements prior to the commencement of the 2013-14 school year." It would be premature to designate or hire trainers prior to the development of the plan that must be created pursuant to subsection (1). Accordingly, the April 1 deadline in subsection (2) should be extended to allow for trainers to be hired or designated pursuant to the plan that is developed by April 1. Furthermore, the Draft USP requires the District to hire or designate people for at least twenty-one positions

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(not including the multiple trainers that might be required pursuant to this Section). Virtually all of those individuals are to be hired or designated by April 1. Many of these are senior administrative staff positions, which will require either a thorough recruitment and interview process (for new hires) or a substantial reorganization of duties and obligations (for designating existing personnel). All of this requires the devotion of substantial District resources, including a significant amount of time to be spent by human resources officials, by the Superintendent and by other senior administrators in reorganization and/or hiring. It is unreasonable of the Plaintiffs to require, on top of this, that the District identify and hire or designate the entire professional development staff pursuant to this Draft USP by April 1.

D. Professional Development for Educators Working With ELL Students

Section IV)(J)(3)(b)(vii) requires the district to develop a "district-wide professional development plan for all educators working with ELL students." Such a requirement is not supported by any findings of constitutional violations in this case or any prior obligations imposed by any order or stipulation in this case. The Stipulation contained only one obligation with respect to "bilingual" education, and that was the obligation to get parent consent before placing a student in a bilingual class. A district-wide professional development plan is not in any way related to such an obligation. The District has a Language Acquisition Department that is charged with complying with various statutory obligations as well as certain OCR agreements related to the District's provision of services to ELL students. There is a separate federal court case (Flores v. Horne) dealing with ELL students in Arizona. Professional development to assist teachers in working with ELL

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students is appropriately handled by the Language Acquisition Department outside the auspices of this case.

V. **QUALITY OF EDUCATION**

The District has only two objections to Section V of the Draft USP. Some elements of Section V flow from obligations in the Stipulation, including the continuation of the African American Student Support Services Department, which originated in the Stipulation as the "Programmatic Recommendations to assist in the Quality Education of Black Students in Tucson." Other elements in this Section V flow from the Post Unitary Status Plan, which was a plan for a unitary district and not subject to court supervision and oversight. Other provisions in Section V are new, and are not based on specific findings of constitutional violation or the existence of racial or ethnic disparities as a vestige of segregation. The simple existence of disparities between the achievement of Anglo students and the achievement of Latino and African American students is not an indication that such disparities are a vestige of segregation. "Just as demographic changes independent of de jure segregation will affect the racial composition of student assignments, . . . so too will numerous external factors beyond the control of the [District] . . . affect minority student achievement. So long as these external factors are not the result of segregation, they do not figure in the remedial calculus." Jenkins v. Missouri, 515 U.S. 70, 102, 115 S.Ct. 2038, 2056 (1995), citations omitted. The District's agreement to many of the provisions of Section V reflects the District's commitment to providing equal opportunity to its African American and Latino students to fully access all aspects of the District's curriculum.

A. UHS Admissions Criteria

The District has proposed additional language in Section V(A)(5)(a) to provide for the adoption by the District's Governing Board of the revised University High School ("UHS") admissions criteria. Decisions of this nature are typically made at the Governing Board level, and the District seeks to document in the Draft USP itself that the Governing Board will ultimately be responsible for adopting the admissions criteria for UHS.

B. Culturally Relevant Courses of Instruction

The District next objects to the requirement in Section V(C)(6)(a)(ii) that the District "develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Latino communities." It is unprecedented in a desegregation case, particularly one in which there were no findings of constitutional violation related to the curriculum, to mandate specific courses or curriculum in the way that this provision does. The Mendoza Plaintiffs dismissed the only count of their Complaint related to curriculum in a stipulation filed on January 7, 1977. As noted in that stipulation, the Mendoza Plaintiffs dismissed several claims, including "the third count (concerning the provision of inferior curricula and physical facilities to Mexican-American students)." January 7, 1977 Order. There were no provisions in the Stipulation related to curricular offerings for Latino students. Mexican American Studies classes were included in the PUSP, but that was a plan for a unitary school district and was not subject to court oversight or monitoring.

Many desegregation cases have addressed the issue of curriculum, but in very different ways. Some have outright rejected any requirements related to curriculum in a

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desegregation decree. The Tenth Circuit in Keyes v. School Dist. No. 1, Denver, Colorado, 521 F.2d 465 (10th Cir. 1975), held that a district could not be required to provide particular curricular offerings to or for its minority students. The district court in that case ordered the implementation, on a pilot basis, of a plan "for the bicultural-bilingual education of minority children" known as the "Cardenas Plan." Id. at 480. The Plan included "the inclusion of specific courses in the curriculum." Id. at 481. The plaintiffs in that case argued that schools "must be forced not only to end the separation of races but also to establish a receptive scholastic environment for minority students" and that the plan corrected the school board's "failure to provide an equal educational opportunity for minority children." Id. at 481. In rejecting these arguments, the court held that "[t]he clear implication of arguments in support of the court's adoption of the Cardenas Plan is that minority students are entitled under the fourteenth amendment to an educational experience tailored to their unique cultural and developmental needs. Although enlightened educational theory may well demand as much, the Constitution does not." *Id.* at 482.

Other courts have acknowledged that curriculum may play a part in desegregation cases, but have not extended this to requiring certain courses or types of courses. The district court in U.S. v. Board of School Comm'rs of City of Indianapolis, Ind., 506 F.Supp. 657 (S.D. Indiana 1979), vacated on other grounds, U.S. v. Board of School Comm'rs of Indianapolis, Ind., 637 F.2d 1101 (7th Cir. 1980), acknowledged that curriculum should be free from cultural bias, but further noted that this did not mean that "various school corporations will lose local control with respect to testing and curriculum development, but simply that they will conduct ongoing, systematic evaluations of the same." *Id.* at 672. The

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Second Circuit, in U.S. v. City of Yonkers, 197 F.3d 41 (2nd Cir. 1999) noted that "curriculum is a sensitive matter, drawing subjective inputs from education policy, local politics and parental preference. Absent some extraordinary showing, we will not conclude that the Constitution requires a local school board to adopt one curriculum over another, or that children of differing ethnicity and race require separate curricula or teaching techniques." *Id.* at 52.

In Coalition to Save Our Children v. State Bd. Of Educ. Of State of Del., 90 F.3d 752 (3rd Cir. 1996), the original desegregation order required the school district to "provide curriculum offerings and programs which emphasize and reflect the cultural pluralism of the students, and all instructional materials, texts and other curriculum aids shall be free of racial bias." Id. at 769. Notably, this did not require that certain courses to be offered at particular grade levels. In finding that the state and the school districts had complied with the provision, the Third Circuit noted that the Delaware Department of Education had established text selection guidelines to "ensure racially unbiased texts and instructional materials," that one school district had included a black history curriculum in its elementary schools and that another district had integrated "cultural pluralism into the social studies, English language arts, art education and music curriculum guidelines." *Id.* at 772-773. The curriculum requirements of the original order in this case were some of the most rigorous of any reported desegregation cases, but even here compliance did not require that every defendant district have a comprehensive program and did not require that any district offer specific courses or classes.

There is no legal or factual basis in this case for requiring the District to offer specific classes or courses. Even a requirement for the District to incorporate multiculturalism into its general social studies curriculum is not supported legally in this case. However, the District does not object to that provision and is already in the process of revising its social studies curriculum to include multicultural perspectives.

VIII. Extracurricular Activities

The District has no objection to the provisions of Section VIII of the Draft USP. However, the District has asserted in previous briefing to this Court that it is unitary with respect to this *Green* factor, and by agreeing to these provisions in the USP the District is not waiving any rights it may have in the future to assert that it has achieved unitary status with respect to extracurricular activities.

IX. Facilities and Technology

The District has no objection to the provisions of Section VIII of the Draft USP. However, the District has asserted in previous briefing to this Court that it is unitary with respect to this *Green* factor, and by agreeing to these provisions in the USP the District is not waiving any rights it may have in the future to assert that it has achieved unitary status with respect to facilities and technology.

X. Accountability and Transparency

A. <u>Budget Process and Timelines</u>

The District does not object to the processes and provisions that have been established for the desegregation budget process. The District objects only to the time lines established for the budgeting process in Section X(B). The Parties have agreed to a two-

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step process for creation of the budget to fund the Draft USP. The first step will be the creation of a Desegregation Funds Expenditure Plan, which will set forth the process for allocating funds to be raised pursuant to A.R.S. §15-910(G) and funds necessary to implement the Draft USP. The District has proposed that it will prepare this document and provide it to the Plaintiffs and the Special Master 30 days before it is to be utilized in connection with the actual budgeting process, with comments due 20 days later. The Plaintiffs argue that they need the document 45 days before it is used, with comments due in 30 days. The second step of the Plan involves the actual creation of a USP budget, showing all anticipated sources and uses of funding to implement the Draft USP. The District proposes that this budget be submitted to the Plaintiffs 30 days before it is submitted to the Governing Board, and that comments/objections be provided 20 days later. The Draft USP provides for the Plaintiffs to receive these documents 45 days before they are utilized or approved, and gives the Plaintiffs 30 days to provide their comments and objections. The time lines in the Draft USP do not allow for the District to do the work that must be done in creating a budget and still meet statutory deadlines for Governing Board approval.

The District typically begins its budgeting process for the next fiscal year during the late fall of the current school year. At this level, the process involves establishing formulas and processes for the allocation of funds. This happens not only for the desegregation budget for the District's entire budget. After the formulas and processes are approved, the District's budget personnel begin a process of meeting with central District administrators and with school site administrators to make projections for the following year. Budgets

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must be determined for departments and individual schools. Numerous factors impact the budgets for each department and each school. The Superintendent and Chief Financial Officer must engage in "back and forth" with each department and school site to accurately assess the needs of the department and the school. The District must factor into this process specific federal and state grant funds, other grant funds, and desegregation funding. Assuming that the Draft USP, as it may be modified or amended, is adopted by this Court on or about January 15, 2013, the District will not know for certain what its obligations are under the USP until that time. The final District budget must be approved by the Governing Board and submitted to the State of Arizona by July 15. This is not, however, the real deadline for completing the budget. The District must give notices to administrators and teachers if they are not going to be renewed for the following year, and engage in significant planning for the following school year. These decisions cannot be made until the budget is complete, and so the District makes every effort to have the budget finalized, but for Governing Board approval, by the end of May.

There are approximately 180 days between January 15, 2013 and July 15, 2013. Even if the District is able to complete the Desegregation Funds Expenditure Plan by the time the Order is approved (which is unlikely, given the efforts that must be put into the public comment process and completing the Draft USP between now and then), the Plaintiffs would then have it, with no further action being taken on the budget, until the end of February. If the District spent 45 days (which is not nearly the amount of time that is typically spent) working with schools and departments to create the USP budget, it would be April 15. The Plaintiffs would then have the budget until the end of May. By then,

school will be out and the District will have been unable to provide notice to teachers and administrators who no longer have jobs and will have been unable to engage in planning for the next school year. At that point, the District will have only 45 days for possible revisions and for the Governing Board to review and approve the budget. It is unrealistic for the Plaintiffs to expect that they should have control of the District's entire budgetary process for 90 out of the possible 180 days that the District has to work on its budget. The District therefore proposes that its timelines be approved for the budget process.

The District also requests that this Court reconsider any aspects of its October 26, 2012 Order that are inconsistent with the process agreed to by the Parties in the Draft USP for the creation, review and adoption of the USP Budget. Except for the issue of timing, the Parties have agreed on this process to provide the transparency and accountability desired by the Court. This is a process that keeps the responsibility for creating a budget within the District, where such authority and responsibility belongs, but provides the Plaintiffs and the Special Master with ample opportunity to review both the process and the actual budget allocations, provides transparency to the community, and includes audits of actual spending on the provisions of the USP.

B. Advisory Panel

The Draft USP includes a provision, Section X(E)(2), that allows the Special Master to appoint a committee of 3 experts, of his choosing, to assist him in "monitoring and overseeing implementation" of the Order. The January 6, 2012 Order Appointing Special Master (the "January 6 Order") allows the Special Master to request extraordinary assistance if he deems it necessary. The January 6 Order provides for a process for the

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Special Master to request this assistance and for the Parties to object if they deem it appropriate to do so. If the Special Master determines that extraordinary assistance is required in monitoring and overseeing implementation of the USP, he can follow the process in the January 6 Order. There is no need to provide for the appointment of such a committee at this time, when the Order has not yet been approved and it is impossible to judge what assistance might be needed, in what areas expert assistance would be helpful, or what funds will be available for such assistance. The District therefore objects to this provision.

XIII. Attorneys' Fees

The District does not object to the inclusion of Section XIII, but reiterates the language of that Section that follows: "submission of plaintiffs' fee and expense requests directly to the District under this provision, does not waive any legal claims or defenses that the parties may have, and all such legal claims or defenses can be raised with the Court in the event no agreement on fees and expenses can be reached." The District is not acknowledging, by not objecting to this Section, that any fees are due to Plaintiffs, or that it will not object to any such fee applications either in part or in their entirety.

CONCLUSION

The Draft USP reflects the diligent efforts of the Parties to reach agreement on a plan to address the *Green* factors in the context of this litigation. It does not constitute an admission by the District that there are vestiges of segregation that remain in the District or that the obligations set forth herein are required to eliminate any such vestiges that may exist. Similarly, it is not an acknowledgment by any of the Plaintiffs that there is not more

they believe the District should do. Instead it represents an agreement that, if the District implements the Draft USP for the period of time set forth therein, it will have eliminated any vestiges that may exist and that it will achieve unitary status at the end of that time period.

DATED this 9th day of November, 2012.

DECONCINI McDonald Yetwin & Lacy, P.C.

By: /s/ Heather K. Gaines

Richard M. Yetwin
Heather K. Gaines
Sesaly O. Stamps
2525 E. Broadway Blvd., Suite 200
Tucson, AZ 85716-5300
Counsel for Defendant Tucson Unified School
District

CERTIFICATE OF SERVICE

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X I hereby certify that on November 9, 2012, I electronically transmitted the attached document to the Clerk's Office using the CM/ECF System for filing and transmittal of a Notice of Electronic Filing to the following CM/ECF registrants:

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Anurima Bhargava, Esq. Zoe Savitsky, Esq. Civil Rights Division U.S. Department of Justice Washington, D.C. 10530

Lois D. Thompson Jennifer L. Roche Proskauer Rose LLP 2049 Century Park East, Suite 3200 Los Angeles, California 90067

Nancy Ramirez
MALDEF
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Los Angeles, California 90014

X I hereby certify that on November 9, 2012, I electronically transmitted the attached document to the following, who is also a CM/ECF registrant:

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College Park, Mariland 20742
wdh@umd.edu

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Case 4:74-cv-00090-DCB Document 1407-1 Filed 11/09/12 Page 1 of 79
EXHIBIT A
DECONCINI MCDONALD YETWIN & LACY A PROFESSIONAL CORPORATION
A PROFESSIONAL CORPORATION ATTORNEYS AT LAW 2525 EAST BROADWAY BOULEVARD, SUITE 200 TUCSON, ARIZONA 85716-5300

PRIVILEGED AND CONFIDENTIAL Prepared at the Request of Counsel

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Administrators Availability Rates Derived From Data Provided by State Departments of Education

Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Administrators	Expected Number of TUSD Hispanic Administrators	Actual Number of TUSD Hispanic Administrators	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	14.04%	176	24.7	65	40.3	8.7 *
AZ, CA, NM,TX	21.49%	176	37.8	65	27.2	5.0 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Administrators	Expected Number of TUSD Black Administrators	Actual Number of TUSD Black Administrators	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	4.19%	176	7.4	13	5.6	2.1 *
AZ, CA, NM,TX	9.12%	176	16.1	13	-3.1	-0.8

^{*} Statistically significant.

PRIVILEGED AND CONFIDENTIAL Prepared at the Request of Counsel

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Teachers Availability Rates Derived From Data Provided by State Departments of Education Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Hispanic Teachers	Actual Number of TUSD Hispanic Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	11.05%	2,936	324.4	741	416.6	24.5 *
AZ, CA, NM,TX	20.93%	2,936	614.6	741	126.4	5.7 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Black Teachers	Actual Number of TUSD Black Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	2.07%	2,936	60.9	86	25.1	3.3 *
AZ, CA, NM,TX	6.41%	2,936	188.2	86	-102.2	-7.7 *

^{*} Statistically significant.

Arizona Position Counts by Ethnicity/Race

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Year Class ID	Code C	PositionDescription	Fthnicity	Race	Signe	:
2012 17	100	Superintendent	Hispapic or Latino (H)	Not identified	Count	Classification
2012 17	100	Superintendent	Hispanic or Latino (II)	ivot identified	- '	administrator
2012 17	100	Superintendent	ייייין איייין (ח) איייין איייין (ח)	י אינווני	16	administrator S
	100	Cunoxintondont	Non Hispanic	American Indian or Alaskan Native	2	administrator A
	5 6	מאפוווייקייקייקייקייקייקייקייקייקייקייקייקי	Non Hispanic	Black or African American	4	administrator
	100	Superintendent	Non Hispanic	Not Identified	45	administrator A
	nor	Superintendent	Non Hispanic	White	136	administrator 🔿
	101	Administrative Assistant	Non Hispanic	Not Identified	m	administrator _
	101	Administrative Assistant	Non Hispanic	White	m	
	102	Assistant Superintendent	Hispanic or Latino (H)	Not Identified	. ~	administrator 60
	102	Assistant Superintendent	Hispanic or Latino (H)	White	14	administrator -
	102	Assistant Superintendent	Non Hispanic	American Indian or Alaskan Native	2	administrator O
	102	Assistant Superintendent	Non Hispanic	Black or African American	m	administrator T
	102	Assistant Superintendent	Non Hispanic	Not Identified	14	
	102	Assistant Superintendent	Non Hispanic	White	83	
	103	Principal	Hispanic or Latino (H)	American Indian or Alaskan Native	15	administrator O
	103	Principal	Hispanic or Latino (H)	Asian	Н	administrator
	103	Principal	Hispanic or Latino (H)	Black or African American	⊣	administrator OD
	103	Principal	Hispanic or Latino (H)	Native Hawaiian or other Pacific Islander	Н	administrator u
	103	Principal	Hispanic or Latino (H)	Not Identified	35	administrator 1
	103	Principal	Hispanic or Latino (H)	White	163	administrator 🔂
	103	Principal	Non Hispanic	American Indian or Alaskan Native	16	administrator -
	103	Principal	Non Hispanic	Asian	2	administrator
	103	Principal	Non Hispanic	Black or African American	41	administrator T
	103	Principal	Non Hispanic	Not Identified	129	administrator
	103	Principal	Non Hispanic	White	926	administrator D
	104	Assistant Principal	Hispanic or Latino (H)	American Indian or Alaskan Native	4	administrator 11
	104	Assistant Principal	Hispanic or Latino (H)	Not Identified	24	administrator
	104	Assistant Principal	Hispanic or Latino (H)	White	118	administrator /6
	104	Assistant Principal	Non Hispanic	American Indian or Alaskan Native	80	administrator 7
	104	Assistant Principal	Non Hispanic	Asian	7	administrator
	104	Assistant Principal	Non Hispanic	Black or African American	40	administrator
	104	Assistant Principal	Non Hispanic	Not Identified	79	administrator 🙆
	104	Assistant Principal	Non Hispanic	White	613	administrator A
	105	Curriculum Coordinator	Hispanic or Latino (H)	Not Identified	↤	administrator
	105	Curriculum Coordinator	Hispanic or Latino (H)	White	2	administrator
	105	Curriculum Coordinator	Non Hispanic	American Indian or Alaskan Native	H	administrator 6
	105	Curriculum Coordinator	Non Hispanic	Black or African American	⊣	administrator
	105	Curriculum Coordinator	Non Hispanic	Not Identified	9	administrator
	105	Curriculum Coordinator	Non Hispanic	White	40	administrator
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Year Class ID		PositionDescription	Ethnicity	Race	Count	Classification
	106	Personnel Director	Non Hispanic	American Indian or Alaskan Native	2	Odministrator
2012 17		Personnel Director	Non Hispanic	Black or African American	1 0	
	106	Personnel Director	Non Hispanic	Not Identified	۱	e administrator
	106	Personnel Director	Non Hispanic	White	71	4: administrator
		Supervisor	Hispanic or Latino (H)	Not Identified	2	4 administrator
		Supervisor	Hispanic or Latino (H)	White	4	administrator 🔾
		Supervisor	Non Hispanic	American Indian or Alaskan Native	2	
		Supervisor	Non Hispanic	Black or African American	2	
		Supervisor	Non Hispanic	Not Identified	S	administrator 60
	107	Supervisor	Non Hispanic	White	35	administrator
	109	Other	Hispanic or Latino (H)	Black or African American	1	administrator
	109	Other	Hispanic or Latino (H)	Not Identified	ß	administrator E
	109	Other	Hispanic or Latino (H)	White	32	administrator
	109	Other	Non Hispanic	American Indian or Alaskan Native	12	administrator 🔽
	109	Other	Non Hispanic	Asian	1	administrator O
	109	Other	Non Hispanic	Black or African American	18	administrator
	109	Other	Non Hispanic	Not Identified	29	administrator 0
	109	Other	Non Hispanic	White	181	administrator T
	110	Vocational Education Administrator	Hispanic or Latino (H)	White	8	administrator 📙
	110	Vocational Education Administrator	Non Hispanic	American Indian or Alaskan Native	Н	administrator 0
	110	Vocational Education Administrator	Non Hispanic	Not Identified	5	administrator -
	110	Vocational Education Administrator	Non Hispanic	White	24	administrator
	111	Business Manager	Hispanic or Latino (H)	Not Identified	Т	F
	111	Business Manager	Hispanic or Latino (H)	White	Н	ile
	111	Business Manager	Non Hispanic	Not identified	9	ed
	111	Business Manager	Non Hispanic	White	10	11
	112	Director of Curriculum/Instruction	Hispanic or Latino (H)	White	9	administrator <mark>0</mark>
	112	Director of Curriculum/Instruction	Non Hispanic	Asian	H	administrator 6
	112	Director of Curriculum/Instruction	Non Hispanic	Black or African American	2	administrator 12
	112	Director of Curriculum/Instruction	Non Hispanic	Not Identified	13	administrator
	112	Director of Curriculum/Instruction	Non Hispanic	White	48	administrator a
	113	Director of Information Systems & Technology	Hispanic or Latino (H)	Not Identified	2	ag
	113	Director of Information Systems & Technology	Hispanic or Latino (H)	White	4	e 5
	113	Director of Information Systems & Technology	Non Hispanic	Asian	1	5 C
	113	Director of Information Systems & Technology	Non Hispanic	Not Identified	თ	of T
	113	Director of Information Systems & Technology	Non Hispanic	White	27	79
	114	Director of Special Education	Hispanic or Latino (H)	Not Identified	2	administrator
	114	Director of Special Education	Hispanic or Latino (H)	White	80	administrator
	114	Director of Special Education	Non Hispanic	American Indian or Alaskan Native	9	administrator
2012 17	114	Director of Special Education	Non Hispanic	Black or African American	4	administrator

Ethnicity/Race
Counts by
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Year Class ID 2012 17 2012 17	rosition	: : : : : : : : : : : : : : : : : : : :	4 4 4		State	
			10101011		•	
	Code	PositionDescription	בחוווורונא	Race	Count	Classification
	114	Director of Special Education	Non Hispanic	Not Identified	29	administrator
	114	Director of Special Education	Non Hispanic	White	101	as description of
2012 17	115	Special Project Director	Hispanic or Latino (H)	White	10	e daministrator
2012 17	115	Special Project Director	Non Historia	Willie	× α	administrator 4
2012 17	115	Special Project Director	Non Historia	Plack or Africa Amarica	m r	administrator 7
2012 17	115	Special Project Director	Non Historia	Diack of Affical Affician	7 1	administrator +
2012 17	115	Special Project Director	Non-Highania	White	/	
2012 17	116	Department Chair	Limbalio or latino (11)	WILLE	57	
	116	Department Chair	Hispanic of Latino (H)	White	/	
	110	Department Chair	Non Hispanic	Black or Atrican American	ന	administrator 6
	116	Department Chair	Non Hispanic	White	51	administrator
	4	Elementary (Teacher) Aide	Hispanic or Latino (H)	American Indian or Alaskan Native	16	DC
	4	Elementary (Teacher) Aide	Hispanic or Latino (H)	Black or African American	m	CE
	4	Elementary (Teacher) Aide	Hispanic or Latino (H)	Not Identified	116	8
	4	Elementary (Teacher) Aide	Hispanic or Latino (H)	White	592	D
	4	Elementary (Teacher) Aide	Non Hispanic	American Indian or Alaskan Native	37	oc
	4	Elementary (Teacher) Aide	Non Hispanic	Asian	49	ur
	4	Elementary (Teacher) Aide	Non Hispanic	Black or African American	63	ne
	4	Elementary (Teacher) Aide	Non Hispanic	Native Hawaiian or other Pacific Islander	1	nt
	4	Elementary (Teacher) Aide	Non Hispanic	Not Identified	236	14
	4	Elementary (Teacher) Aide	Non Hispanic	White	1,472	40
	2	Secondary (Teacher) Aide	Hispanic or Latino (H)	American Indian or Alaskan Native	7	7-:
	S	Secondary (Teacher) Aide	Hispanic or Latino (H)	Black or African American	₩	1
	2	Secondary (Teacher) Aide	Hispanic or Latino (H)	Not Identified	14	F
	S	Secondary (Teacher) Aide	Hispanic or Latino (H)	White	58	ile
	2	Secondary (Teacher) Aide	Non Hispanic	American Indian or Alaskan Native	8	d
	2	Secondary (Teacher) Aide	Non Hispanic	Asian	4	11
	2	Secondary (Teacher) Aide	Non Hispanic	Black or African American	13	./0
	2	Secondary (Teacher) Aide	Non Hispanic	Native Hawaiian or other Pacific Islander	1	9/:
	S	Secondary (Teacher) Aide	Non Hispanic	Not Identified	19	12
	2	Secondary (Teacher) Aide	Non Hispanic	White	173	
	9	Special Education (Teacher) Aide	Hispanic or Latino (H)	American Indian or Alaskan Native	38	Pa
	9	Special Education (Teacher) Aide	Hispanic or Latino (H)	Black or African American	10	ag
	9	Special Education (Teacher) Aide	Hispanic or Latino (H)	Not Identified	142	e (
	9	Special Education (Teacher) Aide	Hispanic or Latino (H)	White	687	6 C
	9	Special Education (Teacher) Aide	Non Hispanic	American Indian or Alaskan Native	72	of T
	9	Special Education (Teacher) Aide	Non Hispanic	Asian	89	79
2012 18	9	Special Education (Teacher) Aide	Non Hispanic	Black or African American	81	
	9	Special Education (Teacher) Aide	Non Hispanic	Native Hawaiian or other Pacific Islander	5	
18	9	Special Education (Teacher) Aide	Non Hispanic	Not Identified	281	
2012 18	9	Special Education (Teacher) Aide	Non Hispanic	White	2.518	

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PositionDescription Vocational Education Non Hispanic Bus Aid Bu	State	Count	7	. 00	9	•	ı m	m	42	rc	37	456	43	22	116	75	756	82	Н	2	က	190	1,041	160	45	105	ю	214	1,731	48	1	ĸ	194	1,379	136	92	198	S	381	3,045	н	č
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Vocation Description Vocational Education Bus Aid Bus Aid Bus Aid Bus Aid Bus Aid Rus Aid Ru		Ethnicity	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Hispanic or Latino (H)	(H) coite 1 to sincesill																			
	Position	PositionDescription	Vocational Education	Vocational Education	Vocational Education	Vocational Education	Vocational Education	Vocational Education	Vocational Education	Bus Aid	Bus Aid	Bus Aid	Bus Aid	Bus Aid	Bus Aid	Bus Aid	Bus Aid	Highly Qualified Paraprofessional Aides (Elementary)	Highly Qualified Paraprofessional Aides (Special Ed)	Highly Qualified Paraprofessional Aides (Secondary)	Highly Onalified Paranrofassional Aides (Secondary)																					
		Class ID	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	78
Class D 18 18 18 18 18 18 18 18 18 18 18 18 18	Fiscal	Year	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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	Classification		as	se	4:	74	-c	V-(00	009	90.	-D	CE	3	D	oc	cur	ne	ent	1	40	7-	1	F	ile	ed	11	L/O	9/	12	2	Pá	ag	e 8	8 (of '	79)			
State	Count	134	33	1 5	32	7	28	275	6		19	165	20	2	7	47	366	н	Н	Н	20	н	1	5	71	Н	7	23	5	ĸ	Н	41	96	18	m	29	234	17	7	29	62
	Race	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified
	Ethnicity	Hispanic or Latino (H)	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic					
	PositionDescription	Highly Qualified Paraprofessional Aides (Secondary)	Health Office Aide	Health Office Aide	Health Office Aide	Health Office Aide	Health Office Aide	Health Office Aide	Health Office Aide	Health Office Aide	Health Office Aide	Bookstore Manager	Bookstore Manager	Bookstore Manager	Bookstore Manager	Bookstore Manager	Bookstore Manager	Bookstore Manager	Bookstore Manager	Business Manager/Adm. Assistance	Business Manager/Adm. Assistance	Business Manager/Adm. Assistance	Business Manager/Adm. Assistance	Business Manager/Adm. Assistance	Business Manager/Adm. Assistance	Business Manager/Adm. Assistance	Business Manager/Adm. Assistance	Food Service Manager	Food Service Manager	Food Service Manager	Food Service Manager	Food Service Manager	Food Service Manager	Food Service Manager	Food Service Manager						
Position	Code	26	95	99	99	99	99	99	63	63	63	63	63	63	63	63	63	11	11	11	11	11	11	11	11	13	13	13	13	13	13	13	13	15	15	15	15	15	15	15	15
	Class ID	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
Fiscal	Year	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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	Position				C+++>
Ö	Code	PositionDescription	Ethnicity	Race	
	15	Food Service Manager	Non Hispanic	14/41:4-0	Count Classification
	25	Maintenance Supervisor	Hispanic or Latino (H)	Wille American Indian or Alacton Matica	247
2012 19	25	Maintenance Supervisor	Hispanic or Latino (H)	Not Identified	
	25	Maintenance Supervisor	Hispanic or Latino (H)	W/hite	4:
	25	Maintenance Supervisor	Non Hisnanic	American Indian or Alackan Matina	
2012 19	25	Maintenance Supervisor	Non Hispanic	Acian	
2012 19	25	Maintenance Supervisor	Non Hispanic	Black or African American	
	25	Maintenance Supervisor	Non Hispanic	Not Identified	
	25	Maintenance Supervisor	Non Hispanic	White	000
	27	Mechanic Supervisor	Hispanic or Latino (H)	American Indian or Alackan Nativo	
	27	Mechanic Supervisor	Hispanic or Latino (H)	Not Identified	-D
	27	Mechanic Supervisor	Hispanic or Latino (H)	White	
2012 19	27	Mechanic Supervisor	Non Hispanic	American Indian or Alackan Nativo	
	27	Mechanic Supervisor	Non Hispanic	Not Identified	
	27	Mechanic Supervisor	Non Hispanic	White	
	32	Personnel Director	Hispanic or Latino (H)	Not Identified	
2012 19	32	Personnel Director	Hispanic or Latino (H)	White	
2012 19	32	Personnel Director	Non Hispanic	Amorican Indian or Alarkan Nation	
2012 19	32	Personnel Director	Non Hispanic	Rice I carried and Jack and I valive	t 1
2012 19	32	Personnel Director	Non Hispanic	Not Identified	
	32	Personnel Director	Non Hispanic	White)7- ° ≈
2012 19	37	Supervisor	Hispanic or Latino (H)	American Indian or Alaskan Nativa	
	37	Supervisor	Hispanic or Latino (H)	Not Identified	
	37	Supervisor	Hispanic or Latino (H)	White	
	37	Supervisor	Non Hispanic	American Indian or Alaskan Native	
	37	Supervisor	Non Hispanic	Asian	11
	37	Supervisor	Non Hispanic	Black or African American	
	37	Supervisor	Non Hispanic	Not Identified	
	37	Supervisor	Non Hispanic	White	
	38	Transportation Director	Hispanic or Latino (H)	Not Identified	
	38	Transportation Director	Hispanic or Latino (H)	White	Pa
	38	Transportation Director	Non Hispanic	American Indian or Alaskan Native	
	38	Transportation Director	Non Hispanic	Not Identified	
	38	Transportation Director	Non Hispanic	White	
	44	Director-Other	Hispanic or Latino (H)	American Indian or Alaskan Native	
	44	Director-Other	Hispanic or Latino (H)	Not Identified	
	44	Director-Other	Hispanic or Latino (H)	White	
2012 19	44	Director-Other	Non Hispanic	American Indian or Alaskan Native	7,
	44	Director-Other	Non Hispanic	Asian) T
2012 19	44	Director-Other	Non Hispanic	Black or African American	1 0
					n

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Class ID Code	PositionDescription	Ethnicity	Race	State	9
19 44	Director-Other	Non Hispanic	Not Identified	COUILL 24	Classification
19 44	Director-Other	Single CON	White	240	as
19 48	Food Service Director	Historic or Latino (II)	W////	249	e
19 48	Food Service Director	Non Historic	Willie Andrew Called and Called	4 (4: ⁻
19 48	Food Service Director	Non-uspanic	Block of African American Native	m i	74
19 48	Food Service Director	Non Historia	biack of African American	- 1 ·	-C
19 48	Food Service Director	Noil hispanic	Not identified	∞ (V-(
19 49	Data Processing Director	Noi nispailic	Wnite	39	00
	Data December Director	Hispanic or Latino (H)	Not Identified	2	009
	Data Plocessing Director	Hispanic or Latino (H)	White	ĸ	90
	Data Processing Director	Non Hispanic	American Indian or Alaskan Native	Н)- [
	Data Processing Director	Non Hispanic	Not Identified	9	OC
	Data Processing Director	Non Hispanic	White	16	В
19 52	Manager (Other)	Hispanic or Latino (H)	Not Identified	0 -	
19 52	Manager (Other)	Hispanic or Latino (H)	White	150	Do
19 52	Manager (Other)	Non Hispanic	American Indian or Alaskan Nativa	001	ЭС
19 52	Manager (Other)	Side History	Asian	t u	un
19 52	Manager (Other)	Single Con	Rlack or African American	D d	ne
19 52	Manager (Other)	Non Hispanic	Native Hawaiian or other Pacific Islander	. L	nt
19 52	Manager (Other)	Non Hispanic	Not Identified	1 4	14
19 52	Manager (Other)	Non Hispanic	White	36.4	10 ⁻
19 64	Non-Certified Superintendent	Non Hispanic	White	t m	7-1
20 600	Coach	Hispanic or Latino (H)	Not Identified) 1	L
20 600	Coach	Hispanic or Latino (H)	White	, 1	F
20 600	Coach	Non Hispanic	American Indian or Alaskan Native	† <	ile
20 600	Coach	Non Hispanic	Asian	† r	d :
20 600	Coach	Non Hispanic	Black or African American	1 -	11
	Coach	Non Hispanic	Native Hawaiian or other Pacific Islander	۰	/ 0
20 600	Coach	Non Hispanic	Not Identified	1 &	9/:
	Coach	Non Hispanic	White	43	12
20 601	Guidance - Counselor	Hispanic or Latino (H)	American Indian or Alaskan Native	; <i>c</i>	
	Guidance - Counselor	Hispanic or Latino (H)	Black or African American) +	Pa
	Guidance - Counselor	Hispanic or Latino (H)	Not Identified	<u>~</u>	ge
20 601	Guidance - Counselor	Hispanic or Latino (H)	White	200	e 1
20 601	Guidance - Counselor	Non Hispanic	American Indian or Alaskan Native	34	.0
20 601	Guidance - Counselor	Non Hispanic	Asian	12	of
20 601	Guidance - Counselor	Non Hispanic	Black or African American	1 5	7
20 601	Guidance - Counselor	Sinearit CON	Motivo Hamailan or other Bosis Islandar	, ₍	9
	Guidance - Consolor	Not rispaint	Native nawailan of other Pacific Islander	⊣ ;	
	Guidance - Counselor	Non Hispanic	Not identified	128	
	ibraria:	Non Hispanic	White	922	
	Librarian	(11) Triff Triff Cinconsill			

Arizona Position Counts by Ethnicity/Race

by Ethnicity/Race
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Code	PositionDescription	Ethnicity	Race	Count	Classification
602	Librarian	Hispanic or Latino (H)	Not Identified	2	
602	Librarian	Hispanic or Latino (H)	White	19	ase
602	Librarian	Non Hispanic	American Indian or Alaskan Native	Ç +	e 4
602	Librarian	Non Hispanic	Asian	۲ ۸	1:7
209	Librarian	Non Hispanic	Black or African American	9	4-
602	Librarian	Non Hispanic	Native Hawaiian or other Pacific Islander	-	CV
209	Librarian	Non Hispanic	Not Identified	41	-0
602	Librarian	Non Hispanic	White	366	OC
603	Media Specialist	Hispanic or Latino (H)	White	10	90
603	Media Specialist	Non Hispanic	Asian	;	1-C
603	Media Specialist	Non Hispanic	Black or African American	2	OC
603	Media Specialist	Non Hispanic	Not Identified	Ŋ	В
603	Media Specialist	Non Hispanic	White	95	
604	Psychologist	Hispanic or Latino (H)	American Indian or Alaskan Native	ľ	Do
604	Psychologist	Hispanic or Latino (H)	Not Identified	14	OCU
604	Psychologist	Hispanic or Latino (H)	White	29	ım
604	Psychologist	Non Hispanic	American Indian or Alaskan Native	14	ner
604	Psychologist	Non Hispanic	Asian	16	nt
604	Psychologist	Non Hispanic	Black or African American	24	14
604	Psychologist	Non Hispanic	Native Hawaiian or other Pacific Islander	m	107
604	Psychologist	Non Hispanic	Not Identified	103	7-1
604	Psychologist	Non Hispanic	White	763	-
909	Other	Hispanic or Latino (H)	American Indian or Alaskan Native	₩	Fi
909	Other	Hispanic or Latino (H)	Black or African American	Н	led
909	Other	Hispanic or Latino (H)	Not Identified	10	d 1
909	Other	Hispanic or Latino (H)	White	116	L1,
909	Other	Non Hispanic	American Indian or Alaskan Native	14	09
909	Other	Non Hispanic	Asian	6	9/1
909	Other	Non Hispanic	Black or African American	17	.2
909	Other	Non Hispanic	Native Hawaiian or other Pacific Islander	н	F
909	Other	Non Hispanic	Not Identified	77	Pa
909	Other	Non Hispanic	White	682	ge
209	Support Specialist	Hispanic or Latino (H)	Not Identified	11	1
209	Support Specialist	Hispanic or Latino (H)	White	59	1
209	Support Specialist	Non Hispanic	American Indian or Alaskan Native	2	of
209	Support Specialist	Non Hispanic	Asian	н	79
209	Support Specialist	Non Hispanic	Black or African American	12)
209	Support Specialist	Non Hispanic	Not Identified	16	
209	Support Specialist	Non Hispanic	White	361	
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Tree vertion Specialist Intervention Specialist Interv	Hispanic or Latino (H) White Non Hispanic Hispanic or Latino (H) Non Hispanic Hispanic or Latino (H) Non Hispanic Non His		Classification			4:		-C/				, 0-					4 OCI		13 191	nt 66	14	107	7- <u>1</u>		Fi 8	led	1 t	L1 <i>I</i>	73	9/1	L2	1	14 14	ge	15	2 (of	79	13	61	254	
Intervention Specialist Resource Support Specialist Resource Teacher	ntervention Specialist Intervention Specialist Resource Support Specialist Resource Teacher Resource Deacher Resource Teacher Reso			Not identified	wnite	American Indian or Alaskan Native	Asiaii Black or African American	Not Identified	White	White	Not Identified	White	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	White	Black or African American	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian ·	Black or African American	Not Identified		
		Fthoicity	remindly	Hispanic or Latino (H)	Nice Historia	Non Highwaid	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic			Non Hispanic	Non Hispanic			Hispanic or Latino (H)							
	Code 608 608 608 608 608 608 608 609 609 610 610 611 611 611 611 611 611 611 611		Intervention Specialist	Intervention Specialist	Intervention Specialist	Intervention Specialist	Intervention Specialist	Intervention Specialist	Intervention Specialist	Title 1 Coodinators	Title 1 Coodinators	Title 1 Coodinators	Resource Support Specialist	Resource Support Specialist	Resource Support Specialist	Resource Support Specialist	Resource Support Specialist	Resource Support Specialist	Resource Support Specialist	Resource Support Specialist	Resource Teacher	Resource Teacher	Resource Teacher	Resource Teacher	Resource Teacher	Resource Teacher	Resource Teacher	Resource Teacher	Resource Teacher	Prevention Coordinator	Prevention Coordinator	Prevention Coordinator	Prevention Coordinator	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development	
Class ID 20 20 20 20 20 20 20 20 20 20 20 20 20		Year	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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	State	Count	⊣ ~	, L	7) -	33	9 4	. 4	7	•	15	112	-	7	7	6	m	Т	15	58	18	2		407	85	29	69	3	136	929	9	q-red	31	139	41	7	4	46	27.7
	Race	Black or African American	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	White	White	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White
	Ethnicity	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Sidensily don
	PositionDescription	Grants Manager	Grants Manager	Grants Manager	Accountant/Auditor	Accountant/Auditor	Accountant/Auditor	Accountant/Auditor	Accountant/Auditor	Accountant/Auditor	Accountant/Auditor	Accountant/Auditor	Accountant/Auditor	Audiologist	Audiologist	Librarian	Librarian	Librarian	Librarian	Librarian	Librarian	Other	Other	Other	Other	Other	Other	Other	Other	Other	Other	Attendance Officer	Attendance Officer	Attendance Officer	Attendance Officer	Attendance Officer	Attendance Officer	Attendance Officer	Attendance Officer	Attendance Officer
Position	Code	614	614	614	Н	Н	Н	ᆏ	-	1	Н	Н	—	7	7	7	7	7	7	7	7	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞	6	6	6	6	6	6	6	6	6
	Class ID	20	20	20	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Fiscal	Year	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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C. 1. 2. 1.	State	Count	13		Ş .	٠ ٠	ን ድ	222	47	-		162	1,060	299	32	270	i i	387	3,155	5	16	7	œ	55	91	13	320	1,810	06	130	117	7	201	1,804	4	⊣	_∞	125	00	7	9
	22.0	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	Not Identified	White	Black or African American	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American
	Ethnicity	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic
	PositionDescription	Bookkeeper	Bookkeeper	Bookkeeper	Bookkeeper	Bookkeeper	Bookkeeper	Bookkeeper	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Bus Driver	Buyer	Buyer	Buyer	Buyer	Buyer	Food Service Worker	Food Service Worker	Food Service Worker	Food Service Worker	Food Service Worker	Food Service Worker	Food Service Worker	Food Service Worker	Food Service Worker	Food Service Worker	Cashier	Cashier	Cashier	Cashier	Cashier	Cashier	Cashier
Position	Code	10	10	10	10	10	10	10	12	12	12	12	12	12	12	12	12	12	12	14	14	14	14	14	16	16	16	16	16	16	16	16	16	16	17	17	17	17	17	17	17
	Class ID	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Fiscal	Year	2012	2012	2012	707	2012	7017	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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	Non Historia	Kace Note 11	Count	Classification
	Non Hispanic	Not identified	10	as
Secretarial/PBX Operator	Historic or Latino (L)	White	153	se
Clerical, Secretarial/PBX Operator	Hispanic or Latino (H)	Riber Call Illudation American	3/	4 :
Clerical, Secretarial/PBX Operator	Hispanic or Latino (H)	Not Identified	, , ,	74
Clerical, Secretarial/PBX Operator	Hispanic or Latino (H)	White	919	-C\
Clerical, Secretarial/PBX Operator	Non Hispanic	American Indian or Alaskan Native	66	/- C
Secretarial/PBX Operator	Non Hispanic	Asian	36	000
Clerical, Secretarial/PBX Operator	Non Hispanic	Black or African American	9 4 8)9
Clerical, Secretarial/PBX Operator	Non Hispanic	Native Hawaiian or other Pacific Islander	·	0-
Clerical, Secretarial/PBX Operator	Non Hispanic	Not Identified	188	DC
Clerical, Secretarial/PBX Operator	Non Hispanic	White	1.961	CB
Community Services Representative/Resource Worker	Hispanic or Latino (H)	American Indian or Alaskan Native	7)	}
Community Services Representative/Resource Worker	Hispanic or Latino (H)	Not Identified	37	Do
Community Services Representative/Resource Worker	Hispanic or Latino (H)	White	232	OCI
Community Services Representative/Resource Worker	Non Hispanic	American Indian or Alaskan Native	32	un
Community Services Representative/Resource Worker	Non Hispanic	Asian	4	ne
Community Services Representative/Resource Worker	Non Hispanic	Black or African American	96	nt
Community Services Representative/Resource Worker	Non Hispanic	Not Identified	41	14
Community Services Representative/Resource Worker	Non Hispanic	White	226	107
School Crossing Guard	Hispanic or Latino (H)	American Indian or Alaskan Native	5	7-1
School Crossing Guard	Hispanic or Latino (H)	Black or African American	Н	L
School Crossing Guard	Hispanic or Latino (H)	Not Identified	34	Fi
School Crossing Guard	Hispanic or Latino (H)	White	320	le
School Crossing Guard	Non Hispanic	American Indian or Alaskan Native	11	d :
School Crossing Guard	Non Hispanic	Asian	14	11
School Crossing Guard	Non Hispanic	Black or African American	30	/09
School Crossing Guard	Non Hispanic	Not Identified	64	9/:
School Crossing Guard	Non Hispanic	White	597	L2
Data Processing	Hispanic or Latino (H)	American Indian or Alaskan Native	↔	F
Data Processing	Hispanic or Latino (H)	Black or African American	H	⊃a
Data Processing	Hispanic or Latino (H)	Not Identified	7	ge
Data Processing	Hispanic or Latino (H)	White	54	e 1
Data Processing	Non Hispanic	American Indian or Alaskan Native	80	.5
Data Processing	Non Hispanic	Asian	7	of
Data Processing	Non Hispanic	Black or African American	2	79
Data Processing	Non Hispanic	Not Identified	19	9
Data Processing	Non Hispanic	White	177	
Dispatcher	Hispanic or Latino (H)	American Indian or Alaskan Native	Н	
Dispatcher				

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	Class ID	Code	PositionDescription	Ethnicity	Bace	orace.	Classification
2012	21	22	Dispatcher	Hispanic or Latino (H)	White	17	Classification
2012	21	22	Dispatcher	Non Hispanic	American Indian or Alaskan Native	4	ase
2012	21	22	Dispatcher	Non Hispanic	Asian	• •	e 4
2012	21	22	Dispatcher	Non Hispanic	Not Identified	9	1:7
2012	21	22	Dispatcher	Non Hispanic	White	70	'4-
2012	21	23	Guard	Hispanic or Latino (H)	American Indian or Alaskan Native		CV
2012	21	23	Guard	Hispanic or Latino (H)	Not Identified	12	'-0
2012	21	23	Guard	Hispanic or Latino (H)	White	326	00
2012	21	23	Guard	Non Hispanic	American Indian or Alaskan Native	78)9(
2012	21	23	Guard	Non Hispanic	Asian	13	I-C
2012	21	23	Guard	Non Hispanic	Black or African American	70	OC
2012	21	23	Guard	Non Hispanic	Native Hawaiian or other Pacific Islander	← 1	В
2012	21	23	Guard	Non Hispanic	Not Identified	53	
2012	21	23	Guard	Non Hispanic	White	479	Do
2012	21	24	Custodian/Maintenance	Hispanic or Latino (H)	American Indian or Alaskan Native	111	CL
2012	21	24	Custodian/Maintenance	Hispanic or Latino (H)	Asian	Н	ım
2012	21	24	Custodian/Maintenance	Hispanic or Latino (H)	Black or African American	19	er
2012	21	24	Custodian/Maintenance	Hispanic or Latino (H)	Not Identified	467	nt .
2012	21	24	Custodian/Maintenance	Hispanic or Latino (H)	White	3,341	14
2012	21	24	Custodian/Maintenance	Non Hispanic	American Indian or Alaskan Native	343	07
2012	21	24	Custodian/Maintenance	Non Hispanic	Asian	65	7-1
2012	21	24	Custodian/Maintenance	Non Hispanic	Black or African American	202	-
2012	21	24	Custodian/Maintenance	Non Hispanic	Native Hawaiian or other Pacific Islander	7	Fi
2012	21	24	Custodian/Maintenance	Non Hispanic	Not Identified	330	led
2012	21	24	Custodian/Maintenance	Non Hispanic	White	2,487	d 1
2012	21	56	Mechanic	Hispanic or Latino (H)	American Indian or Alaskan Native	m	L1/
2012	21	56	Mechanic	Hispanic or Latino (H)	Not Identified	11	09
2012	21	56	Mechanic	Hispanic or Latino (H)	White	111	9/1
2012	21	56	Mechanic	Non Hispanic	American Indian or Alaskan Native	28	.2
2012	21	56	Mechanic	Non Hispanic	Asian	ĸ	F
2012	21	56	Mechanic	Non Hispanic	Black or African American	6	Pa
2012	21	56	Mechanic	Non Hispanic	Not Identified	22	ge
2012	21	56	Mechanic	Non Hispanic	White	224	1
2012	21	28	Media Specialist	Hispanic or Latino (H)	White	14	6
2012	21	28	Media Specialist	Non Hispanic	American Indian or Alaskan Native	-1	of
2012	21	28	Media Specialist	Non Hispanic	Asian	4	79
2012	21	28	Media Specialist	Non Hispanic	Black or African American	4)
2012	21	28	Media Specialist	Non Hispanic	Native Hawaiian or other Pacific Islander	7	
2012	21	28	Media Specialist	Non Hispanic	Not Identified	7	
2012	21	28	Media Specialist	Non Hispanic	White	117	

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Class ID (Code	PositionDescription	Ethnicity	Race	Count	Classification
21	30	Nutritionist/Dietitian	Hispanic or Latino (H)	White	1	- 1
21	30	Nutritionist/Dietitian	Non Hispanic	Black or African American	. ←1	ase
21	30	Nutritionist/Dietitian	Non Hispanic	White	10	e 4
21	31	Occupational Therapist	Hispanic or Latino (H)	Asian	; =	4:7
21	31	Occupational Therapist	Hispanic or Latino (H)	Black or African American	Н	'4-
21	31	Occupational Therapist	Hispanic or Latino (H)	Not Identified	Н	CV
21	31	Occupational Therapist	Hispanic or Latino (H)	White	S	'- 0
21	31	Occupational Therapist	Non Hispanic	American Indian or Alaskan Native	2	000
21	31	Occupational Therapist	Non Hispanic	Asian	2)9(
21	31	Occupational Therapist	Non Hispanic	Black or African American	m	J-I
21	31	Occupational Therapist	Non Hispanic	Not Identified	34	C
21	31	Occupational Therapist	Non Hispanic	White	235	В
21	33	Physical Therapist	Hispanic or Latino (H)	White	1	
21	33	Physical Therapist	Non Hispanic	American Indian or Alaskan Native	н	Dc
21	33	Physical Therapist	Non Hispanic	Asian	2	OCU
21	33	Physical Therapist	Non Hispanic	Black or African American	Н	ım
21	33	Physical Therapist	Non Hispanic	Not Identified	7	191
21	33	Physical Therapist	Non Hispanic	White	71	nt
21	34	Printer	Hispanic or Latino (H)	Not Identified	m	14
21.	34	Printer	Hispanic or Latino (H)	White	14	.07
21	34	Printer	Non Hispanic	American Indian or Alaskan Native	2	7-1
21	34	Printer	Non Hispanic	Black or African American	2	L
21	34	Printer	Non Hispanic	Not Identified	7	FI
21	34	Printer	Non Hispanic	White	36	le
21	35	Research; Evaluators/Statistician	Hispanic or Latino (H)	American Indian or Alaskan Native	2	d í
21	35	Research; Evaluators/Statistician	Hispanic or Latino (H)	Black or African American	ᆏ	L1,
21	35	Research; Evaluators/Statistician	Hispanic or Latino (H)	White	14	/09
21	35	Research; Evaluators/Statistician	Non Hispanic	Asian	2	9/1
21	35	Research; Evaluators/Statistician	Non Hispanic	Black or African American	2	L2
21	35	Research; Evaluators/Statistician	Non Hispanic	Not Identified	-	F
21	35	Research; Evaluators/Statistician	Non Hispanic	White	55	Pa
21	36	Social Worker	Hispanic or Latino (H)	American Indian or Alaskan Native	9	ge
21	36	Social Worker	Hispanic or Latino (H)	Not Identified	7	1
21	36	Social Worker	Hispanic or Latino (H)	White	38	.7
21	36	Social Worker	Non Hispanic	American Indian or Alaskan Native	10	of
21	36	Social Worker	Non Hispanic	Asian	н	79
21	36	Social Worker	Non Hispanic	Black or African American	16	ð
21	36	Social Worker	Non Hispanic	Not Identified	14	
21	36	Social Worker	Non Hispanic	White	158	
	0	A & C 1 10 1 14.0				

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Case 4:74-cv-00090-DCB Page 18 of 79 190 15 26 357 41 62 18 123 244 27 25 18 30 10 66 62 Native Hawaiian or other Pacific Islander American Indian or Alaskan Native Black or African American Black or African American Black or African American Black or African American 3lack or African American Not Identified **Not Identified** Not Identified Not Identified White White White Asian White Asian White White White White Asian White Asian Asian Hispanic or Latino (H) Non Hispanic **Non Hispanic** Non Hispanic **Non Hispanic** Von Hispanic Non Hispanic Non Hispanic Von Hispanic **Non Hispanic** Non Hispanic Non Hispanic Non Hispanic Non Hispanic Ethnicity Warehouse & Inventory Worker Warehouse & Inventory Worker Warehouse & Inventory Worker Narehouse & Inventory Worker Warehouse & Inventory Worker Warehouse & Inventory Worker Narehouse & Inventory Worker PositionDescription Personnel Assistant echnician **Fechnician** echnician echnician **Technician** echnician [echnician echnician echnician echnician Other Other Other Other Other Other Other Other Nurse Nurse Nurse Nurse Nurse Vurse Nurse Nurse Position 39 39 39 40 42 42 42 42 42 42 21 21 21 21 21 21 21 21 21 21 21 21 21 21 21 21 21 21 21 Fiscal 2012

Arizona Position Counts by Ethnicity/Race

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Fiscal		Position				State	
Year	Class ID	Code	PositionDescription	Ethnicity	Race	Count Classification	
2012	21	46	Guidance Counselor	Hispanic or Latino (H)	American Indian or Alaskan Native		
2012	21	46	Guidance Counselor	Hispanic or Latino (H)	Black or African American		as
2012	21	46	Guidance Counselor	Hispanic or Latino (H)	Not Identified	i m	e 4
2012	21	46	Guidance Counselor	Hispanic or Latino (H)	White	0 4	4:7
2012	21	46	Guidance Counselor	Non Hispanic	American Indian or Alaskan Native	· m	74-
2012	21	46	Guidance Counselor	Non Hispanic	Asian	· ~	-C\
2012	21	46	Guidance Counselor	Non Hispanic	Black or African American	m	/- 0
2012	21	46	Guidance Counselor	Non Hispanic	Not Identified	7	00
2012	21	46	Guidance Counselor	Non Hispanic	White	22)9(
2012	21	47	Speech/Language Therapist	Hispanic or Latino (H)	American Indian or Alaskan Native	7	0-l
2012	21	47	Speech/Language Therapist	Hispanic or Latino (H)	Black or African American	2	DC
2012	21	47	Speech/Language Therapist	Hispanic or Latino (H)	Not Identified	 1	СВ
2012	21	47	Speech/Language Therapist	Hispanic or Latino (H)	White	21	
2012	21	47	Speech/Language Therapist	Non Hispanic	American Indian or Alaskan Native	2	Do
2012	21	47	Speech/Language Therapist	Non Hispanic	Black or African American	7	CI
2012	21	47	Speech/Language Therapist	Non Hispanic	Not Identified	11	um
2012	21	47	Speech/Language Therapist	Non Hispanic	White	132	nei
2012	21	20	Administrative Assistant	Hispanic or Latino (H)	American Indian or Alaskan Native	7	nt
2012	21	20	Administrative Assistant	Hispanic or Latino (H)	Not Identified	31	14
2012	21	20	Administrative Assistant	Hispanic or Latino (H)	White	266	10 [°]
2012	21	20	Administrative Assistant	Non Hispanic	American Indian or Alaskan Native	29	7-1
2012	21	20	Administrative Assistant	Non Hispanic	Asian	6	L
2012	21	20	Administrative Assistant	Non Hispanic	Black or African American	19	Fi
2012	21	20	Administrative Assistant	Non Hispanic	Native Hawaiian or other Pacific Islander	H	ile
2012	21	20	Administrative Assistant	Non Hispanic	Not Identified	54	d :
2012	21	20	Administrative Assistant	Non Hispanic	White	712	11
2012	21	51	Media Assistant	Hispanic or Latino (H)	White	22	/09
2012	21	51	Media Assistant	Non Hispanic	American Indian or Alaskan Native	2	9/1
2012	21	51	Media Assistant	Non Hispanic	Black or African American	m	L 2
2012	21	51	Media Assistant	Non Hispanic	Not Identified	2	F
2012	21	51	Media Assistant	Non Hispanic	White	76	Pa
2012	21	22	Technology Assistant	Hispanic or Latino (H)	American Indian or Alaskan Native	-	ge
2012	21	57	Technology Assistant	Hispanic or Latino (H)	Black or African American	⊣	2 1
2012	21	57	Technology Assistant	Hispanic or Latino (H)	Not Identified	2	9
2012	21	57	Technology Assistant	Hispanic or Latino (H)	White	111	of
2012	21	57	Technology Assistant	Non Hispanic	American Indian or Alaskan Native	18	79
2012	21	57	Technology Assistant	Non Hispanic	Asian	4	9
2012	21	57	Technology Assistant	Non Hispanic	Black or African American	18	
2012	21	57	Technology Assistant	Non Hispanic	Not Identified	24	
2012	21	57	Technology Assistant	Non Hispanic	White	273	

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	Race	American Indian or Alaskan Native	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not identified	White	American indian of Alaskan Native	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	Not Identified
	Ethnicity	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	nispanic of Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)
		Assistant Nurse	Assistant Nurse	Assistant Nurse	Assistant Nurse	Assistant Nurse	Assistant Nurse	Assistant Nurse	Assistant Nurse	Assistant Nurse	Secretary	Secretary	Secretary	Secretary	Secretary	Secretary	Secretary	Secretary	Secretary	Secretary	Secretary	Secretary	Receptionist	Receptionist	Receptionist	Receptionist	Receptionist	Receptionist	receptionist	Receptionist	Receptionist	Library Assistant	Library Assistant	Library Assistant	Library Assistant	Library Assistant	Library Assistant	Library Assistant	Library Assistant	Assistant
<u> </u>	٥																			59	- 29	- 59	09	09	09	09	9 (—	3 5	9 9	200	90	61	61	61	61	61	61	61	61	62
	Class ID	21	21	21	21	21	21	21	21	21	21	21						2012 21	21	21	21	21	21	77	21	21	77	77	77	71 71	21	21	21	21	21	21	21	21	21	21

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	Mace	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	Not Identified	Not Identified	Not Identified	Not Identified	Not Identified	Not Identified	White	White	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not Identified	White
4+0	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic
on PositionDescription		Assistant	Assistant	Assistant		Assistant	Assistant	NON ADE Certified Elementary Teacher - Charter Schools Only	NON ADE Certified Elementary Teacher - Charter Schools Only	NON ADE Certified Secondary Teacher - Charter Schools Only	NON ADE Certified Secondary Teacher - Charter Schools Only	Head Teacher	Head Teacher	Head Teacher	Agriculture (Non-vocational)	Agriculture (Non-vocational)	Agriculture (Non-vocational)	Art	Art	Art	Art	Art	Art	Art	Art	Art	Bilingual	Bilingual	Blingual	Silingual	bilingual	Bilingual	Bilingual	Bilingual	Business	Business	Business	Business	Business	Business
Code	62	62	62	62	62	62	62	901	901	905	905	108	108	108	200	200	200	201	201	201	201	201	201	201	201	201	202	202	707	207	707	707	707	202	203	203	203	203	203	203
Class ID	21	21	21	21	21	21	21	21	21	21	21	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	77	22	77	77 در	77	77	77	22	22	22	22	22	22	22
Year	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	7077	2012	2012	2077	2102	2017	7107	2012	2012	2012	2012	2012	2012	2012

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State	Count	2	-	2	1 oc	374	+ 3.5 - 5.5	35	8	3	225	3,075	H	н	17		7	9	20	234	7	2	29	66	Н	ო	273	2,094	271	238	324	13	1,486	13,298		Н	2	ស	31	230	24
	Race	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	White	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not identified	White	White	Black or African American	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native
	Ethnicity	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic
ion e PositionDescription	Control Description	Communication Arts (Language Arts-Lit., Eng., Jrnl.,			Communication Arts (Language Arts-Lit., Eng., Jrnl., Spch.)		_		Communication Arts (Language Arts-Lit., Eng., Jrnl.,		_					Drama (Dance-Theater)	Drama (Dance-Theater)		Drama (Dance-Theater)	Drama (Dance-Theater)	Driver Education					Elementary Classroom		Elementary Classroom	Elementary Classroom	Elementary Classroom	Elementary Classroom	Elementary Classroom	Elementary Classroom	Elementary Classroom			Exploratory Health Occupations	Foreign languages - French, German, Spanish, Other			
Position	200	204	204	204	204	204	204	204	204	204	204	204	205	205	205	205	205	205	205	205	206	206	206	207	207	207	207	207	207	207	207	207	207	207	208	208	208	509	209	509	209
Class ID	22	77	77	77	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Fiscal Year	2012	2017	2017	7107	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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	State		, «c	44	299		29	a o		75	555			, , ,	-	1 00) -	۱	۰	. 2	66	; =	1 4	m	11	H	2	∞	57	17	~	37	410	20	31	32	ന	205	2.166	, , ,	,1
	Race	Asian	Black or African American	Not Identified	White	Not Identified	White	Asian	Black or African American	Not Identified	White	White	Not Identified	White	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	White	Not Identified	White	White	American Indian or Alaskan Native	Black or African American	Not Identified	White	American Indian or Alaskan Native	Black or African American	Not identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Asian
	Ethnicity	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)
	PositionDescription	Foreign languages - French, German, Spanish, Other	Gifted	Gifted	Gifted	Gifted	Gifted	Gifted	Homebound	Homebound	Homebound	Home Economics (Non-vocational)	Home Economics (Non-vocational)	Home Economics (Non-vocational)	Home Economics (Non-vocational)	Home Economics (Non-vocational)	Home Economics (Non-vocational)	Home Economics (Non-vocational)	Humanities (Philo.)	Humanities (Philo.)	Humanities (Philo.)	Industrial Arts (Non-vocational)	Industrial Arts (Non-vocational)	Industrial Arts (Non-vocational)	Industrial Arts (Non-vocational)	Industrial Arts (Non-vocational)	Kindergarten Classroom	Kindergarten Classroom	Kindergarten Classroom	Kindergarten Classroom	Kindergarten Classroom	Kindergarten Classroom	Kirdergarten Classroom	Kindergarten Classroom	Kindergarten Classroom	Kindergarten Classroom	Mathematics (Alg., Geom., Cal., Trig., etc)	Mathematics (Alg., Geom., Cal., Trig., etc)			
Position	Code	209	209	209	509	210	210	210	210	210	210	211	211	211	212	212	212	212	212	212	212	213	213	213	214	214	214	214	214	215	215	215	215	215	215	215	215	215	215	216	216
	Class ID	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Fiscal	Year	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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State	Count	25	295	29	101	89	13	226	2,692	ı m	15	100	œ	31	24	5	198	1,671	00	ᆏ	40	222	37	19	64	П	167	1,948	9	18	120	21	16	24	127	837	17	4	9	2	16
	Race	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Asian	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	American Indian or Alaskan Native	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified
	Ethnicity	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic
	PositionDescription	Mathematics (Alg., Geom., Cal., Trig., etc)	Mathematics (Alg., Geom., Cal., Trig., etc)	Geom., Cal.,	Mathematics (Alg., Geom., Cal., Trig., etc)	Music	Music	Music	Music	Music	Music	Music	Music	Music	Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health	Physical Education/Health	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Remedial Education	Remedial Education	Remedial Education	Remedial Education	Remedial Education				
Position	Code	216	216	216	216	216	216	216	216	217	217	217	217	217	217	217	217	217	218	218	218	218	218	218	218	218	218	218	219	219	219	219	219	219	219	219	220	220	220	220	220
į	Class ID	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
FISCAI	Year	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012	2012

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	Position	lon			State	
Ö		le PositionDescription	Ethnicity	Race	Count	Classification
	2 220) Remedial Education	Non Hispanic	White	177	Cassilication
	2 221	L Science (Bio., Chem., Physics, Earth Sci., etc.)	Hispanic or Latino (H)	American Indian or Alaskan Native	, m	ase
2012 22	2 221		Hispanic or Latino (H)	Not Identified) <u>{</u>	e 4
	2 221		Hispanic or Latino (H)	White	149	4:7
	2 221		Non Hispanic	American Indian or Alaskan Native	14.0 2.0	'4-
	2 221		Non Hispanic	Asian	2 4	·CV
			Non Hispanic	Black or African American	44	/- 0
			Non Hispanic	Native Hawaiian or other Pacific Islander	. 1	00
			Non Hispanic	Not Identified	179)9(
			Non Hispanic	White	2.160	J-C
			Hispanic or Latino (H)	American Indian or Alaskan Native	2	OC
			Hispanic or Latino (H)	Black or African American	· ~	В
	-		Hispanic or Latino (H)	Not Identified	22	
			Hispanic or Latino (H)	White	206	Do
2012 22			Non Hispanic	American Indian or Alaskan Native	26	OCI
			Non Hispanic	Asian	24	um
2012 22			Non Hispanic	Black or African American	5.4	nei
			Non Hispanic	Not Identified	175	nt
2012 22	222	• /	Non Hispanic	White	2.035	14
2012 22	223		Hispanic or Latino (H)	Not Identified	10	107
2012 22		Other (Includes Preschool with certification	Hispanic or Latino (H)	White	167	7 -1
		Other (includes Preschool with certification	Non Hispanic	American Indian or Alaskan Native	17	L
		Other (Includes Preschool with certification	Non Hispanic	Asian	; ⁶	Fi
2012 22	223	Other (Includes Preschool with certification	Non Hispanic	Black or African American	20	le
2012 22	223	Other (Includes Preschool with certification	Non Hispanic	Native Hawaiian or other Pacific Islander	? ~	d í
		Other (Includes Preschool with certification	Non Hispanic	Not Identified	- 67	L1 ,
			Non Hispanic	White	792	/ 09
		Computer Science	Hispanic or Latino (H)	Not Identified	4	9/1
			Hispanic or Latino (H)	White	29	.2
		Computer Science	Non Hispanic	American Indian or Alaskan Native	7	F
		Computer Science	Non Hispanic	Asian	5	Pa
		Computer Science	Non Hispanic	Black or African American	'n	ge
		Computer Science	Non Hispanic	Native Hawaiian or other Pacific Islander	- 7	2
2012 22		Computer Science	Non Hispanic	Not Identified	38	5
		Computer Science	Non Hispanic	White	252	of
		Early Childhood Handicapped (PSH)	Hispanic or Latino (H)	Not Identified	ന	79
		Early Childhood Handicapped (PSH)	Hispanic or Latino (H)	White	19)
		Early Childhood Handicapped (PSH)	Non Hispanic	American Indian or Alaskan Native	11	
2012 22		Early Childhood Handicapped (PSH)	Non Hispanic	Asian	9	
2012 22	225	Early Childhood Handicapped (PSH)	Non Hispanic	Black or African American	7	
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+		PositionDescription	Ethnicity	Race	Count	Classification
		Early Childhood Handicapped (PSH)	Non Hispanic	Native Hawaiian or other Pacific Islander	1	
		Early Childhood Handicapped (PSH)	Non Hispanic	Not identified	40	ase
	_	Early Childhood Handicapped (PSH)	Non Hispanic	White	308	e 4
	226 F	ROTC	Hispanic or Latino (H)	White	16	1:7
		ROTC	Non Hispanic	Asian	2	'4-
		ROTC	Non Hispanic	Black or African American	14	CV
		ROTC	Non Hispanic	Not Identified	. 0	/-0
22 2.	226 F	ROTC	Non Hispanic	White	77	00
	300	Cross Categorical	Hispanic or Latino (H)	American Indian or Alaskan Native	17)9
22 3(300	Cross Categorical	Hispanic or Latino (H)	Black or African American	í ·	0-
22 3(300	Cross Categorical	Hispanic or Latino (H)	Not Identified	77	DC
22 3(300	Cross Categorical	Hispanic or Latino (H)	White	177	СВ
	300	Cross Categorical	Non Hispanic	American Indian or Alaskan Native	37	
22 3(300	Cross Categorical	Non Hispanic	Asian	49	Do
	300	Cross Categorical	Non Hispanic	Black or African American	74	OCI
	Ŭ	Cross Categorical	Non Hispanic	Native Hawaiian or other Pacific Islander	11	ım
		Cross Categorical	Non Hispanic	Not Identified	203	er
	_	Cross Categorical	Non Hispanic	White	1,970	nt
	_	Mild Mental Retardation	Hispanic or Latino (H)	Not Identified		14
		Mild Mental Retardation	Hispanic or Latino (H)	White	18	07
		Mild Mental Retardation	Non Hispanic	American Indian or Alaskan Native	7	7-1
		Mild Mental Retardation	Non Hispanic	Asian	5	L
		Mild Mental Retardation	Non Hispanic	Black or African American	2	Fi
		Mild Mental Retardation	Non Hispanic	Not Identified	16	le
		Mild Mental Retardation	Non Hispanic	White	212	dí
		Moderate Mental Retardation	Hispanic or Latino (H)	American Indian or Alaskan Native	7	L1
		Moderate Mental Retardation	Hispanic or Latino (H)	Not Identified	m	/ 09
		Moderate Mental Retardation	Hispanic or Latino (H)	White	13	9/1
		Moderate Mental Retardation	Non Hispanic	American Indian or Alaskan Native	m	.2
	_	Vloderate Mental Retardation	Non Hispanic	Asian	4	F
	_	Moderate Mental Retardation	Non Hispanic	Black or African American	10	Pa
		Moderate Mental Retardation	Non Hispanic	Native Hawaiian or other Pacific Islander	2	ge
		Moderate Mental Retardation	Non Hispanic	Not Identified	25	2
		Moderate Mental Retardation	Non Hispanic	White	202	6
		Orthopedic Impairment	Hispanic or Latino (H)	White	2	of
	_	Orthopedic Impairment	Non Hispanic	American Indian or Alaskan Native	Н	79
	_	Orthopedic Impairment	Non Hispanic	Asian	Ħ	9
		Orthopedic Impairment	Non Hispanic	Not Identified	5	
	_	Orthopedic Impairment	Non Hispanic	White	44	
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Year Class ID C 2012 22 3 2012					C+*+5	
	Code P	PositionDescription		1	State	
		Emotional Disability	Linguis and thing (41)	Kace		Classification
		Emotional Disability	HISPARIC OF LATINO (H)	White	20	as
		Emotional Diability	Non Hispanic	American Indian or Alaskan Native	2	se
		inotional Disability	Non Hispanic	Asian	2	4
		Emotional Disability	Non Hispanic	Black or African American	11	:7
		Emotional Disability	Non Hispanic	Not Identified	26	4-
		Emotional Disability	Non Hispanic	White	283	·C\
		Specific Learning Disability	Hispanic or Latino (H)	American Indian or Alaskan Native	· —	/-C
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		Specific Learning Disability	Hispanic or Latino (H)	Not Identified	23	000
		Specific Learning Disability	Hispanic or Latino (H)	White	113	09
		Specific Learning Disability	Non Hispanic	American Indian or Alaskan Native	16	0-
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		Specific Learning Disability	Non Hispanic	Asian	25	DO
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		Specific Learning Disability	Non Hispanic	Black or African American	46	СВ
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		Specific Learning Disability	Non Hispanic	Native Hawaiian or other Pacific Islander	7	
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		Specific Learning Disability	Non Hispanic	Not Identified	124	Do
22 22 22 22 22 22 22 22 22 22 22 22 22	305 Sp	Specific Learning Disability	Non Hispanic	White	1.336	ЭС
22 22 22 22 22 22 22 22 22 22 22 22 22	306 M	Multiple Disability	Hispanic or Latino (H)	American Indian or Alaskan Native		un
222222222222222222222222222222222222222	306 M	Multiple Disability	Hispanic or Latino (H)	Not Identified	5	ne
22 22 22 22 22 22 22 22 22 22 22 22 22	306 M	Multiple Disability	Hispanic or Latino (H)	White	1 <u>F</u>	nt
22 22 22 22 22 22 22 22 22 22 22 22 22	306 M	Multiple Disability	Non Hispanic	American Indian or Alaskan Native	! H	14
22 22 22 22 22 22 22 22 22 22 22 22 22	306 M	Multiple Disability	Non Hispanic	Asian	9	10 ⁻
22 22 22 22 22 22 22 22 22 22 22 22 22		Multiple Disability	Non Hispanic	Black or African American	5	7-:
22 22 22 22 22 22 22 22 22 22 22 22 22		Multiple Disability	Non Hispanic	Not Identified	27	1
222222222222222222222222222222222222222		Multiple Disability	Non Hispanic	White	157	Fi
22 22 22 22 22 22 22 22 22 22 22 22 22		Remedial Education	Hispanic or Latino (H)	Not Identified	2	ile
222222222222222222222222222222222222222	_	Remedial Education	Hispanic or Latino (H)	White	m	d í
22 22 22 22 22 22 23 23 23 23 23 23 23 2		Remedial Education	Non Hispanic	American Indian or Alaskan Native	↔	11,
22 22 22 22 22 22 22 22 22 22 22 22 22		Remedial Education	Non Hispanic	Not Identified	9	/09
22 22 22 22 22 22 22 22 22 22 22 22 22		Remedial Education	Non Hispanic	White	48	9/1
22 22 22 22 22 22 22 22 22 22 22 22 22	-,	Speech and Language Therapy	Hispanic or Latino (H)	American Indian or Alaskan Native	H	L2
22 22 22 22 22 22 22 22 22 22 22 22 22		Speech and Language Therapy	Hispanic or Latino (H)	Not Identified	4	F
22 22 22 22 22 22 22 22 22 22 22 22 22		Speech and Language Therapy	Hispanic or Latino (H)	White	55	Pa
22 22 22 23 23 23 23 23 23 23 23 23 23 2		Speech and Language Therapy	Non Hispanic	American Indian or Alaskan Native	7	ge
22 22 23 23 23 23 23 23 23 23 23 23 23 2		Speech and Language Therapy	Non Hispanic	Asian	12	2
22 22 23		Speech and Language Therapy	Non Hispanic	Black or African American	13	7
22 22 22		Speech and Language Therapy	Non Hispanic	Not Identified	111	of
22 22 33		Speech and Language Therapy	Non Hispanic	White	826	79
22		Hearing Impairment	Hispanic or Latino (H)	White	↔	9
	_	Hearing Impairment	Non Hispanic	Asian	н	
77	_	Hearing Impairment	Non Hispanic	Black or African American	H	
2012 22 30	309 Не	Hearing Impairment	Non Hispanic	Not Identified	10	

/ Ethnicity/Race
Counts by
Position
Arizona

	Classification	ase	e 4								S]	D 0	CL ^	ım	er	nt :		07	-1		il€	ed	11	· 4·					ge	2			79			-
State	Course			ď)	-	· -				2	124							14	66		11	•			, ,	42	. —	30	11	***	-	25	225	21	5	ю	19
Rare	American Indian or Alaskan Native	Black or African American	Not Identified	White	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	Not Identified	White	Black or African American	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	Not Identified	White	American Indian or Alaskan Native	Asian Black or African American	Native Hawaijan or other Pacific Islander	Not Identified	White	Not Identified	White	American Indian or Alaskan Native	Asian	Black or African American	Not Identified	White	White	American Indian or Alaskan Native	Black or African American	Not Identified
Ethnicity	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Dispariic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic
PositionDescription	Home Economics Related Occupation (HERO)	Industrial Arts-Vocational	Industrial Arts-Vocational	Industrial Arts-Vocational	Industrial Arts-Vocational	Industrial Arts-Vocational	Industrial Arts-Vocational	Industrial Arts-Vocational	Industrial Arts-Vocational	Business Office Education	Business Office Education	Business Office Education	Business Office Education	Business Office Education	Business Office Education	Business Office Education	Business Office Education	Special Needs	Special Needs Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	Special Needs	Trades & Industrial Education	Trades & Industrial Education	Trades & Industrial Education	Trades & Industrial Education	Trades & Industrial Education	Trades & Industrial Education	Trades & Industrial Education	Other	Other	Other	Other			
Code	406	406	406	406	407	407	407	407	407	407	407	407	408	408	408	408	408	408	408	408	404	409	409	409	409	409	409	410	410	410	410	410	410	410	411	411	411	411
Class ID	22	22	22	22	22	22	22	22	22	22	22	22	22	22	77	22	77	22	77	77 در	77	22	22	22	22	22	22	22	22	22	22	77	22	22	22	22	22	22
Cla	7																																					

	7	Classification	as	e 4	4:7	'4-	·C\	/- 0	000)9(- -	OC	В	ı	Do	OCI	um	nen	t 14	407	7-1	F	iled	_ d 1	.1/0)9/	12	F	Pa(ge	30	of	7	9			
C+++2	State	Count	7 [4 L/	,	٠.	m	14	2	6	2	~ 1	10	45	н	Н	4	4	121 624	100																	
	Race	Not Identified	Not Identified	White	American Indian or Alaskan Native	Asian	Not Identified	White	Not Identified	White	Asian	Black or African American	Not Identified	White	White	American Indian or Alaskan Native	Not Identified	White																		•	
	Ethnicity	Hispanic or Latino (H)	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic	Non Hispanic	Hispanic or Latino (H)	Non Hispanic	Non Hispanic	Non Hispanic																			į
	PositionDescription	Adult Vocational Teacher	Adult Basic Education	Adult Basic Education	Adult Basic Education	Adult Basic Education	Adult Basic Education	Adult Basic Education	English As Second Language	General Education Development	General Education Development	General Education Development	General Education Development	Total																							
Position		412	200	200	200	200	200	200	502	502	502	502	502	502	503	503	503	503										·							 		
	Year Class ID															2012 22		2012 22																			

California Teachers and Administrators by Ethnicity 2011

Case 4.7	286 060	25 504	20,034	CO. 0.2
No Response	9008	008	4 4 4 6 0	2
Two or More Races Not Hispanic	3.420	201	273	2.7
White Not Hispanic	192.729	16.391	17 224	1 ,44
African American Not Hispanic	11,513	1 904	1 460	
Filipino Not Hispanic	3,995	208	680	
Pacific Islander Not Hispanic	847	20	92	
Asian Not Hispanic	14,036	906	1,236	
American Indian or Alaska Native Not Hispanic	1,651	143	126	
Hispanic	49,570	4,942	4,700	
Code	eachers	Administrators	Pupil Services	
Level	Sigle	State	State	

New Mexico Number of Personnel by Assignment. Ethnicity & Gender 2009-2010 Oct 01, 2009 (400)

			n India	n/Alaskan	Aslan/h	acific ini	ender	Mack (n	ot of H	spanic		en/Whit	te (not of Hispanic	Hispanie	:		Notive Havraila		Assignment
		Native Female	Male	American	Fernale	Male	Asian/Pacific	erigin) Female	ملطة	Mark	origin) Female	-	Caucasian/White	Facuals	Made	Herent	Pacific Islander		Totals
		, , , , ,		Indian/Alaskan Native			Islander			(not of Hispanic origin)			(not of Hispanic origin)	remen		поряж	Partial Made	Havailam or Other Pacific	
Administrator	r Assistant Area Deputy of Associate Superintendent					1	1	1		1	18	13	31	9	14	23		Islander	56
	Athletic Director								1	1	2	12	14	1	6	7			22
	Director of Instruction	1		1	1		1	1		1	19	5	24	9	5	14			41
	Director of Personnel Superintendent										8	7		3	8				26
	Supermeindent. Administrator	1 2	1	2		1	2	3	1	1		42 79		9 31	20 53				93
Educational	Instructional: Not	•	•	•	•	•	•	•		•	•	,,	143	31	33	84			238
Assistant	providing instructional duties in a Title 1 Part A program	145	11	156	5	1	•	6	3	9	452	40	492	580	28	608	1	1	1,272
	Instructional: Providing Instructional duties in a Title 1 Part A program	68	12	80	4		4	17	4	21	387	23	410	676	20	696			1,211
	Library/Media: Not providing instructional duties in a Title 1 Part A program	В	Ţ	•	2		2	1		1	130	4	134	126	1	127			273
	Library/Media: Providing instructional duties in a Title 1 Part A program	6		6		1	1				67		67	63	5	68			142
	Other: Not providing instructional duties in a Title 1 Part A program	36	5	41	2		2	2	1	3	48	5	53	84	10	34			193
	Other: Providing Instructional duties in a Title 1 Part A program	17	5	16	3		3	5	3	•	97	4	101	173	14	187			315
	SpEd Instructional Assistant ages 3-5: NOT providing Instructional duties in a Title 1 Part A pgm	5		5				1		1	50		50	60	1	61			117
	SpEd Instructional Assistant ages 3-5: Providing Instructional duties in a Title 1 Part A pgm	8		•	1		1	5	1	6	38	1	39	101	1	102			156
	SpEd Instructional Assistant ages 6-21; NOT providing Instructional duties in a Title 1 Part A pgm	125	16	141	7	1		25	5	30	621	75	696	579	66	645			1,520
	SpEd Instructional Assistant ages 6-21: Providing Instructional duties in a Title 1 Part A pgm	35	4	39	20	1	21	23	12	35	448	63	511	620	56	676			1,282
	Educational Assistant	447	54	501	44	4	46	85	29	114	2,330	215	2,553	3,062	202	3,264	1	1	6,481
Healthcare	Healthcare Assistant Nurse (LPN)	44 1	1	45				3		3	111	3	114	136	5	141			303
	Nurse (EN)	9		1	6		6	1		1	13 362	1 10	14 372	80	3	8 83			23 471
	Special Education	•		•	•		J	•		•		,0			,				471
	Heelthcare Asst.				_		_	_		_	1		1	4		4			5
Media	Healthcure Elementary Media	54	1	55	•		6	4		4	487 12	14	501	228	8	236			802
Specialist	Junior/Mid High Media										4	1	13 5	1		1			14 5
	Secondary Media										1	2	3	2		2			5
	Media Specialist										17	4	21	3		3			24
Non-Cartified Personnal	Administrative Support Staff	127	14	141	10	5	15	14	10	24	632	169	901	812	158	970			1,951
	All other Support Stuff	465	362	827	39	21	60	41	80	121	1,329	924	2,253	2,525	2.436	4,961	1	1	8.223
	School Administrative Staff	129	3	132	7	1	8	19	3	22	683	47	730	964	69	1,033	2	2	1,927
	Supervisors or Directors of: Business/ Data Processing/ Facilities/ Food Service/ Transportation	8	7	15	5		5	6	7	13	160	123	263	193	115	308			624
	Non-Curtified Personnel	729	386	1,115	61	27		80	100	180	2,804	1,263	4,067	4,494	2,778	7,272	3	3	12,725
Other	Academic Instructional	20	4	24	3		3	2		2	233	42	275	94	20		•	,	
Personnel	Coach Athletic Coach	9	15	24	,	1	1	1	2	3	35	42 56	2/5 91	20	57	114 77			418 196
																- •			

Note: Lists number of personnel by position category, position, ethnicity and gender. Also provides count of total personnel. Includes all full-time and part-time personnel by most-time position for all districts and schools. A person is counted only once, using the position he or she fills most of the time. For example, if a person works in multiple districts or schools, will only be counted once. If a person is reported with Teacher FTE = .15 and Support Staff FTE = .85, then will count as 1 under Support Staff.

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New Mexico Number of Personnel by Assignment, Ethnicity & Gender 2009-2010 Oct 01, 2009 (400)

			n India	v/Alaskan	Asters/P	udfic bi	lander	Black (n	ot of H	ispenic .		ın/White	s (not of Hispanic	Hispanic	:		Native Heuralia		
		Mative Female	Male	American Indian/Alaskan Native	Formula	Mala	Asian/Pacific Islander	origin) Female	Main	Black (not of Hispanic	origin) Female	Main	Caucasian/White (not of Hispanic origin)	Female	Male	Hispanic	Pacific Islander Female Male	Native Havallam or Other	Totals
										onigin)								Pacific Islander	
Other Personnel	Athletic Trainer Business Official		1	1							5	4			4				14
	Dean of Students	1		1							26 11	15 8			11 6				86
	In School Suspension	•	1	1					2	2		4			1				30 11
	Music Therapirt								1	1		1	1						2
	Native American language & Culture Instructor	47	11	58															58
	Related Service Provider Acting as Caseload	1		1				1		1	40	6	46	10	1	11			59
	Teacher Resource Coordinator	13		13	1	4	5	3		3	194	41	235	78	23	101			357
	ROTC Instructor	1	1	2		-		J	4			41	45		20				337 71
	Social Worker General	1		1							26	3	29		9	29			59
	Education Technology Coordinator										4								
	Testing Coordinator										3	6	10 4		4	5 3			15 7
	Other Personnel	94	33	127	4	. 5	9	7	9	16	584	228			156				1,383
Principal	Assistant Principal Bementary	1		1				2		2	31	7	38	24	14	38			79
	Assistant Principal Jr/Mid High	3		3				2	1	3	33	20	53		18	31			90
	Assistant Principal Secondary	2	1	3	1		1	1	5	6	49	50	99	26	34	60			169
	Principal Bementery	11	1	12				8	2	10	167	79	246	96	66	162			430
	Principal jr/Mid High	4	_	4				1		1	54	37	91		19	40			136
	Principal Secondary Principal	4 25	3 5	7 30	2 3		2	2 16	3 11	5 27	49 363	64 257	113 640		28	54			181
Related	Audiologist	23	3	30	2		2	10	"	21	22	257 4	26		179	395 3			1,085 31
Service Personnel	Audiologist for special education 3-5 years olds						_				1	•	1		•	•			1
	Cartified Occupational Therapy Assistant (COTA)				1		1				30	6	36	22	7	29			66
	Cartified Occupational Therapy Assistant (COTA) for special education 3-5 year olds										2		2	1	1	2			4
	Diagnostician	1		1	1		1		1	1	185	32	217	76	10	86			306
	Diagnosticien for special	1		1			·		ĺ	•	4	J.			,0				
	education 3-5 year olds												4			5			10
	Interpreter for the Deaf Medical/Nursing	2		2		1	1	1		1	28	3	31	7	2	9			44
	Services Provided										4		4						4
	Occupational Therapist Occupational Therapist for special education					1	1	2		2	168	14	102	31	4	35			220
	3-5 year olds Orientation and				1						11		11	1		1			12
	Mobility Trainer Orientation and Mobility Trainer for				'		1				15	5	20						21
	special education 3-5 year olds										1		1						1
	Physical Therapist				3	3	6				71	16	87	11	5	16			109
	Physical Therapist for special education 3-5 year olds										3		3	1		1			4
	Physical Therapy Assistant	1		1							12	2	14	5	1	6			21
	Recreation and Therapeutic Recreation Specialist										11	4	15						15
	Rehabilitation Counselor	2		2				1		1	25	7	32	8	3	11			46
	School Psychologist	3		3	1		1		1	1_	61	41	102	22	15	37			144
	Social Worker Social Worker for special education 3-5	10	2	12		1	1	7	2	,	178	30	200	112	25	137			367
	special education 3-5 year olds										1		1	2		2			3

Note: Lists number of personnel by position category, position, ethnicity and gender. Also provides count of total personnel. Includes all full-time and part-time personnel by most-time position for all districts and schools. A person is counted only once, using the position he or she fills most of the time. For example, if a person works in multiple districts or schools, will only be counted once. If a person is reported with Teacher FTE = .15 and Support Staff FTE = .85, then will count as 1 under Support Staff.

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New Mexico Number of Personnel by Assignment, Ethnicity & Gender 2009-2010 Oct 01, 2009 (400)

		American Native	n india	v/Alaskan	Asten/P	adfic is	lander	Mack (n	et of Hi	apenic		an/White	s (not of Hispanic	Hispanio	:		Native Heuralia	m or Other	
			Maie	American Indian/Alaskan Native	Female	Male	Asian/Pacific Islander	origin) Female	Male	Black thot of Hispanic origin)	origin) Femule	Majo	Cancasian/White (not of Hispanic origin)	Female	Male	Hispanic	Pacific Islander Female Male	Native Havellarn or Other Pacific Islander	Totals
Related Service	Speech/Language Apprantice	1		1		1	1	3		3	28	2	30	18		10		LIMIT RACE	53
Personnel	Speech/Languege Apprentice for special										1		1	2		2			3
	education 3-5 year olds Speech/Languege	11	1	12	5		5	2		2	409	25	434	136	6	142			5 9 5
	Pathologist Speech/Language Pathologist for special	1		1							41	2	43	6	Ť	6			50
	education 3-5 year olds Related Service	33	3	36	14	. 7	21	16	4	~									
School	Parsonnal Counsaling Coordinator	33	1	1		,	21	10	•	20	1,312 5	193	1,505	467	81	548 1			2.130 7
Courselor	Drug/Alcohol Abuse Coordinator	5	1	6							10	5	15	,	3	10			31
	Bementary School Counselor	8		8		1	1	3	1	4	153	29	182	90	19	109			304
	Junior/Mid High School Counselor	2	3	5	2		2	2	2	4	80	32	112	45	10	55			178
	Secondary School Courselor	15	1	16	1		1	3	3	6	124	51	175	89	32	121			319
	School Counselor	30	6	36	3	1	4	8	6	14	372	117	469	231	65	296			839
Supervisor	Activities Supervisor Art Supervisor										1	1	2	1		1			3
	Attendence Officer Supervisor	1		1							1	1	2	1	1	1			3
	Milingual Education Supervisor											1	1	6	1	7			8
	Career Education							1		1	,								
	Supervisor Curriculum Supervisor							1		1	1	3	15	4 2	1	5 2			10
	District Library/Media							,			4	1	5	1		1			18 6
	Coordinator/Supervisor Elementary Supervisor										5	·	5	3	1	4			,
	Federal Projects Supervisor	1	1	2							8	2	10	6	1	7			19
	Health Services Supervisor	1		1							2		2	2		2			5
	Indian Education Supervisor	3	1	4															4
	Instructional Resources Supervisor							1		1	12	8	20	9	5	14			35
	junior/Mid High Supervisor										1		1		1	1			2
	Language Arts Supervisor											3	3	1		1			4
	Mathematics Supervisor										3	2	5	1		1			6
	Multi-cultural Supervisor				1	1	2	1		1	1		1	2	1	3			7
	Music Supervisor										6	2	8		1	1			9
	Physical Education Supervisor				1		1					3	3	2	7	9			13
	Reading Supervisor										3		3	6		6			9
	Research/Evaluation Supervisor											1	1						1
	Science Supervisor Secondary Supervisor										1	1	2						2
	Social Studies										2	5	7	1		1			
	Supervisor Special Education			_			_				1	1	2						2
	Supervisor Special Services	1		1	1	1	2	2		2	40	8	48	14	6	20			73
	Supervisor Supervisor	7	2	,	,	2	5	6		6	7	3	10	2		2			12
Teacher	Computer Lab	•	1	1	,	•	3	•		•	112 5	49	161		26	90			271
	Instructor Corrections Facility												5	3	3	6	·		12
	Teacher Bementary Minguel											3	3		1	1			4
	Teacher	25	3	28				1		1	51	12	63	561	63	€24			716

Note: Lists number of personnel by position category, position, ethnicity and gender. Also provides count of total personnel, includes all full-time and part-time personnel by most-time position for all districts and schools. A person is counted only once, using the position he or she fills most of the time. For example, if a person works in multiple districts or schools, will only be counted once. If a person is reported with Teacher FTE = .15 and Support Staff FTE = .85, then will count as 1 under Support Staff.

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New Mexico Number of Personnel by Assignment, Ethnicity & Gender 2009-2010 Oct 01, 2009 (400)

		America Native	n India	n/Alaskan	Asian/Po	icific ini	ender	Mack (n origin)	ot of H	lepersic	Caucasi origin)	en/White	s that of Hispanic	Hispanic	:		Nutive in Pacific is		m or Other	Assignment Totals
		Female	Mais	American Indian/Aleskan Native	Female	Male	Asian/Pacific Islander	Femele	Mais	Black (not of Hispanic origin)	Female	Maio	Caucasian/White (not of Hispanic origin)	Femule	Male	Hispanic	Female	Male	Native Havailam or Other Pacific Islander	
Teacher	Sementary Librarian	2		2	1		1		1	1	87	5	92	28	1	29				125
	Bementary Teacher	209	28	237	50	8	58	59	15	74	4,286	624	4910	1,996	389	2,385	2		2	7,666
	General Special Education Teacher	46	12	58	60	12	n	30	27	57	1,923	559	2,482	639	258	897	5		5	3,571
	Gifted Teacher (Only use this code if the teacher is not certified for Special Education)	3	1	4	2		2		2	2	268	57	325	43	13	56				389
	Head Teacher	1		1							6		6	7	2	9				16
	Home School/Femily School Teacher										4	2	6		1	1				7
	Homebound Instructor (Regular Education)										1	1	2							2
	Junior High/Middle School Teacher	58	24	82	27	10	37	24	11	35	1,538	709	2,247	623	321	944		1	1	3,346
	junior/Mild High Librarian				2		2				52	6	58	9	1	10				70
	Kindergarten Teacher	46		46	7	2	,	11	1	12	714	20	734	457	21	478				1,279
	Preschool Teacher	5		5	2		2	1		1	52		52	55	2	57				117
	Secondary Librarian	1		1							53	10	63	10	1	11				75
	Secondary Teacher	56	46	102	54	35	89	37	47	84	2,003	1,653	3,656	686	662	1,348	3	2	5	5,284
	Special Education - Alternative/Family School Teacher										2	2	4	1	3	4				
	Special Education Preschool Teacher	12		12	2	1	3	3		3	195	6	201	75	6	81				300
	Special Education- Adapted Physical Education Teacher (K- 12)				1		1	1	1	2	5		5	1	2	3				11
	Teacher	464	115	579	208	68	276	167	105	272	11,245	3,669	14914	5,194	1,750	6,944	10	3	13	22,998
Totais		1,685	606	2,491	347	115	462	392	265	657	19,720	6,088	25,008	14249	5,298	19,541	14	3	17	48,976

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Title		FTE	HEAD
ASSISTANT PRINCIPAL	race	COUNT	COUNT
ASST/ASSOC/DEPUTY SUPERINTEND.	American Indian or Alaska Nat	44.2671	47
A331/A330C/DEPOTY SOPERINTEND. ATHLETIC DIRECTOR	American Indian or Alaska Nat	5	5
DEPARTMENT HEAD	American Indian or Alaska Nat	3.5	4
	American Indian or Alaska Nat	3.5391	10
DIR -PERSONNEL/HUMAN RESOURCES	American Indian or Alaska Nat	3	3
DIST INSTR PGM DIR OR EXC DIR	American Indian or Alaska Nat	12.3738	13
PRINCIPAL	American Indian or Alaska Nat	34	34
SUPERINTENDENT/CAO/CEO/PRESDNT	American Indian or Alaska Nat	4.2738	5
ATHLETIC TRAINER	American Indian or Alaska Nat	1.6816	4
AUXILIARY	American Indian or Alaska Nat	789.2419	873
BUSINESS MANAGER	American Indian or Alaska Nat	3	3
CERTIFIED INTERPRETER	American Indian or Alaska Nat	1.9893	2
COUNSELOR	American Indian or Alaska Nat	51.75	53
EDUCATIONAL AIDE	American Indian or Alaska Nat	258.8296	265
EDUCATIONAL DIAGNOSTICIAN	American Indian or Alaska Nat	16.508	17
LIBRARIAN	American Indian or Alaska Nat	14.9002	17
SSP/PSYCHOLOGIST	American Indian or Alaska Nat	5.4947	6
OCCUPATIONAL THERAPIST	American Indian or Alaska Nat	2.4171	3
OTHER CAMP PROF PERSONNEL	American Indian or Alaska Nat	14.9214	16
OTHR NON-INSTR DISTRICT	American Indian or Alaska Nat	51.1598	53
PHYSICAL THERAPIST	American Indian or Alaska Nat	0.385	1
REGISTRAR	American Indian or Alaska Nat	0.9893	1
CHOOL NURSE	American Indian or Alaska Nat	17.9465	18
OCIAL WORKER	American Indian or Alaska Nat	2	2
PEECH THRPST/SPEECH-LANG PATH	American Indian or Alaska Nat	13.9092	14
VORK-BASED LEARNING SITE COOR	American Indian or Alaska Nat	0.342	2
EACHER	American Indian or Alaska Nat	1310.7013	1,331
EACHER FACILITATOR	American Indian or Alaska Nat	19.0185	20
EACHER SUPERVISOR	American Indian or Alaska Nat	6	6
RUANT OFF/VISIT TEACHER	American Indian or Alaska Nat	1	1
SSISTANT PRINCIPAL	Asian	59.3131	64
SST/ASSOC/DEPUTY SUPERINTEND.	Asian	4	4
THLETIC DIRECTOR	Asian	1	1
OORDINATOR/MANAGER/SUPERVISOR	Asian	1	1
EPARTMENT HEAD	Asian	7.5713	12
IST INSTR PGM DIR OR EXC DIR	Asian	16.4059	18
RINCIPAL	Asian	38.0413	41
JPERINTENDENT/CAO/CEO/PRESDNT	Asian	8	9
THLETIC TRAINER	Asian	3,6639	4
UXILIARY	Asian	2961.2274	3,325
USINESS MANAGER	Asian	11	11
ERTIFIED INTERPRETER	Asian	1.5198	2

Title		FTE	HEAD
Title	race	COUNT	COUNT
COUNSELOR	Asian	51.0766	52
EDUCATIONAL AIDE	Asian	628.3605	650
EDUCATIONAL DIAGNOSTICIAN	Asian	26.2892	27
LIBRARIAN	Asian	24.6784	25
LSSP/PSYCHOLOGIST	Asian	27.5001	28
MUSIC THERAPIST	Asian	3	3
OCCUPATIONAL THERAPIST	Asian	13.9895	14
ORIENTATN/MOBILITY SPEC (COMS)	Asian	1.9999	2
OTHER CAMP PROF PERSONNEL	Asian	75.1844	85
OTHER ESC PROFESSIONAL PERSONN	Asian	3	3
OTHR NON-INSTR DISTRICT	Asian	279.8607	287
PHYSICAL THERAPIST	Asian	10.1325	12
PSYCHOLOGICAL ASSOCIATE	Asian	3	3
REGISTRAR	Asian	5	5
SCHOOL NURSE	Asian	60.4115	63
SOCIAL WORKER	Asian	4	4
SPEECH THRPST/SPEECH-LANG PATH	Asian	45.2705	49
WORK-BASED LEARNING SITE COOR	Asian	0.7069	2
SUBSTITUTE TEACHER	Asian	9.5505	10
ΓEACHER	Asian	4271.9279	4,337
TEACHER FACILITATOR	Asian	43.0239	48
TEACHER SUPERVISOR	Asian	15.5835	17
TRUANT OFF/VISIT TEACHER	Asian	1	1
ASSISTANT PRINCIPAL	Black or African American	1435.9885	1,476
ASST/ASSOC/DEPUTY SUPERINTEND.	Black or African American	87.1944	89
ATHLETIC DIRECTOR	Black or African American	44.7319	60
COORDINATOR/MANAGER/SUPERVISOR	Black or African American	1	1
DEPARTMENT HEAD	Black or African American	69.3992	112
DIR -PERSONNEL/HUMAN RESOURCES	Black or African American	39.2353	40
DIST INSTR PGM DIR OR EXC DIR	Black or African American	176.7856	178
PRINCIPAL	Black or African American	872.2084	892
UPERINTENDENT/CAO/CEO/PRESDNT	Black or African American	69.342	74
RT THERAPIST	Black or African American	0.1527	2
THLETIC TRAINER	Black or African American	37.0525	51
UDIOLOGIST	Black or African American	4.5	5
UXILIARY	Black or African American	22778.5117	25,570
USINESS MANAGER	Black or African American	33.0507	35
ERTIFIED INTERPRETER	Black or African American	22.4437	23
ORRECTIVE THERAPIST	Black or African American	4.9999	23 5
OUNSELOR	Black or African American	1435.5607	1,498
DUCATIONAL AIDE	Black or African American	8694.5175	8,903
	and the second of the second o	0074.717	0.503

Tial.		FTE	HEAD
Title	race	COUNT	COUNT
LIBRARIAN	Black or African American	214.3097	225
LSSP/PSYCHOLOGIST	Black or African American	104.9395	107
MUSIC THERAPIST	Black or African American	1	1
OCCUPATIONAL THERAPIST	Black or African American	21.2277	23
ORIENTATN/MOBILITY SPEC (COMS)	Black or African American	4.2871	5
OTHER CAMP PROF PERSONNEL	Black or African American	933.6314	1,023
OTHER ESC PROFESSIONAL PERSONN	Black or African American	3	3
OTHR NON-INSTR DISTRICT	Black or African American	1977.0733	2,060
PHYSICAL THERAPIST	Black or African American	7.0003	7
PSYCHOLOGICAL ASSOCIATE	Black or African American	5.861	6
RECREATIONAL THERAPIST	Black or African American	2	2
REGISTRAR	Black or African American	49.0251	52
SCHOOL NURSE	Black or African American	575.143	586
SOCIAL WORKER	Black or African American	122.8594	125
SPECIALIST/CONSULTANT	Black or African American		1
SPEECH THRPST/SPEECH-LANG PATH	Black or African American	286.8255	300
ΓAX ASSESSOR AND/OR COLLECTOR	Black or African American	2	2
WORK-BASED LEARNING SITE COOR	Black or African American	1.3343	7
SUBSTITUTE TEACHER	Black or African American	54.9804	64
TEACHER TEACHER	Black or African American	29842.9835	30,249
FEACHER APPRAISER	Black or African American	1	2
TEACHER FACILITATOR	Black or African American	539.677	569
TEACHER SUPERVISOR	Black or African American	250.3581	266
RUANT OFF/VISIT TEACHER	Black or African American	65.4703	67
ASSISTANT PRINCIPAL	Hispanic/Latino	2395.8844	2,465
ASST/ASSOC/DEPUTY SUPERINTEND.	Hispanic/Latino	184.3894	184
ATHLETIC DIRECTOR	Hispanic/Latino	56.0457	79
COORDINATOR/MANAGER/SUPERVISOR	Hispanic/Latino	5	5
DEPARTMENT HEAD	Hispanic/Latino	199.4653	616
DIR -PERSONNEL/HUMAN RESOURCES	Hispanic/Latino	86.4105	85
DIST INSTR PGM DIR OR EXC DIR	Hispanic/Latino	612.7414	628
RINCIPAL	Hispanic/Latino	1702.2455	1,742
UPERINTENDENT/CAO/CEO/PRESDNT	Hispanic/Latino	106.7851	111
RT THERAPIST	Hispanic/Latino	3.464	6
THLETIC TRAINER	Hispanic/Latino	136.3099	160
UDIOLOGIST	Hispanic/Latino	9.36	10
UXILIARY	Hispanic/Latino	85044.6746	92,326
USINESS MANAGER	Hispanic/Latino	96.1897	98
ERTIFIED INTERPRETER	Hispanic/Latino	65.9288	67
ORRECTIVE THERAPIST	Hispanic/Latino	1.125	2
OUNSELOR	Hispanic/Latino	2826.569	2,908
DUCATIONAL AIDE	Hispanic/Latino	23569.358	24,142

		FTE	HEAD
Title	race	COUNT	COUNT
EDUCATIONAL DIAGNOSTICIAN	Hispanic/Latino	675.5705	691
LIBRARIAN	Hispanic/Latino	829.6848	856
LSSP/PSYCHOLOGIST	Hispanic/Latino	279.518	289
MUSIC THERAPIST	Hispanic/Latino	1.9785	2
OCCUPATIONAL THERAPIST	Hispanic/Latino	73.3374	79
ORIENTATN/MOBILITY SPEC (COMS)	Hispanic/Latino	7.3692	8
OTHER CAMP PROF PERSONNEL	Hispanic/Latino	1582.4559	1,743
OTHER ESC PROFESSIONAL PERSONN	Hispanic/Latino	13	13
OTHR NON-INSTR DISTRICT	Hispanic/Latino	3943.2206	4,029
PHYSICAL THERAPIST	Hispanic/Latino	32.7582	35
PSYCHOLOGICAL ASSOCIATE	Hispanic/Latino	9	10
RECREATIONAL THERAPIST	Hispanic/Latino	1.8716	3
REGISTRAR	Hispanic/Latino	109.1805	112
SCHOOL NURSE	Hispanic/Latino	1195.237	1,214
SOCIAL WORKER	Hispanic/Latino	294.1165	303
SPECIALIST/CONSULTANT	Hispanic/Latino	8.5	9
SPEECH THRPST/SPEECH-LANG PATH	Hispanic/Latino	690.9217	713
TAX ASSESSOR AND/OR COLLECTOR	Hispanic/Latino	19	19
WORK-BASED LEARNING SITE COOR	Hispanic/Latino	7.6401	31
SUBSTITUTE TEACHER	Hispanic/Latino	115.8565	142
T EACHER	Hispanic/Latino	79027.6609	80,081
TEACHER APPRAISER	Hispanic/Latino	1.7619	3
TEACHER FACILITATOR	Hispanic/Latino	923.8038	1,023
TEACHER SUPERVISOR	Hispanic/Latino	336.1195	380
TRUANT OFF/VISIT TEACHER	Hispanic/Latino	156.0367	160
ASSISTANT PRINCIPAL	Native Hawaiian/Other Pacific	11	11
DEPARTMENT HEAD	Native Hawaiian/Other Pacific	0.5224	2
PRINCIPAL	Native Hawaiian/Other Pacific	1	1
AUDIOLOGIST	Native Hawaiian/Other Pacific	1	1
AUXILIARY	Native Hawaiian/Other Pacific	279.7257	303
CERTIFIED INTERPRETER	Native Hawaiian/Other Pacific	2	2
COUNSELOR	Native Hawaiian/Other Pacific	3	3
DUCATIONAL AIDE	Native Hawaiian/Other Pacific	68.9984	71
DUCATIONAL DIAGNOSTICIAN	Native Hawaiian/Other Pacific	1	1
IBRARIAN	Native Hawaiian/Other Pacific	2	2
SSP/PSYCHOLOGIST	Native Hawaiian/Other Pacific	5	5
THER CAMP PROF PERSONNEL	Native Hawaiian/Other Pacific	4	4
THR NON-INSTR DISTRICT	Native Hawaiian/Other Pacific	10	11
CHOOL NURSE	Native Hawaiian/Other Pacific	4	4
PEECH THRPST/SPEECH-LANG PATH	Native Hawaiian/Other Pacific	3.738	4
EACHER	Native Hawaiian/Other Pacific	255.5749	258
EACHER FACILITATOR	Native Hawaiian/Other Pacific	3	3

T11		FTE	HEAD
Title	race	COUNT	COUNT
ASSISTANT PRINCIPAL	Two or more races	122.9853	129
ASST/ASSOC/DEPUTY SUPERINTEND.	Two or more races	7	7
ATHLETIC DIRECTOR	Two or more races	8.9429	12
DEPARTMENT HEAD	Two or more races	8.6636	23
DIR -PERSONNEL/HUMAN RESOURCES	Two or more races	5	5
DIST INSTR PGM DIR OR EXC DIR	Two or more races	24.5	25
PRINCIPAL	Two or more races	83.4782	89
SUPERINTENDENT/CAO/CEO/PRESDNT	Two or more races	18	18
ATHLETIC TRAINER	Two or more races	6.9178	9
AUDIOLOGIST	Two or more races	1	1
AUXILIARY	Two or more races	1433.4932	1,572
BUSINESS MANAGER	Two or more races	11	11
CERTIFIED INTERPRETER	Two or more races	5.984	6
COUNSELOR	Two or more races	125.8951	131
EDUCATIONAL AIDE	Two or more races	585.5818	602
EDUCATIONAL DIAGNOSTICIAN	Two or more races	34.1412	35
LIBRARIAN	Two or more races	62.6536	65
LSSP/PSYCHOLOGIST	Two or more races	19.7117	22
MUSIC THERAPIST	Two or more races	1.5	. 2
OCCUPATIONAL THERAPIST	Two or more races	5.9999	6
DRIENTATN/MOBILITY SPEC (COMS)	Two or more races	2.0002	2
OTHER CAMP PROF PERSONNEL	Two or more races	67.996	76
OTHER ESC PROFESSIONAL PERSONN	Two or more races	3	3
OTHR NON-INSTR DISTRICT	Two or more races	221.7886	224
PHYSICAL THERAPIST	Two or more races	2.0001	2
REGISTRAR	Two or more races	6	6
SCHOOL NURSE	Two or more races	75.5416	78
OCIAL WORKER	Two or more races	6	6
PECIALIST/CONSULTANT	Two or more races		1
PEECH THRPST/SPEECH-LANG PATH	Two or more races	34.2498	36
VORK-BASED LEARNING SITE COOR	Two or more races	0.49	2
UBSTITUTE TEACHER	Two or more races	1.8075	2
EACHER	Two or more races	3806.2844	3,862
EACHER APPRAISER	Two or more races	0.6053	2
EACHER FACILITATOR	Two or more races	55.2234	62
EACHER SUPERVISOR	Two or more races	15.25	17
RUANT OFF/VISIT TEACHER	Two or more races	1.0741	2
SSISTANT PRINCIPAL	White	5021.014	5,239
SST/ASSOC/DEPUTY EXEC DIRECTR	White	1	1
SST/ASSOC/DEPUTY SUPERINTEND.	White	692.8342	705
THLETIC DIRECTOR	White	403.9991	655
OMPONENT/DEPARTMENT DIRECTOR	White	7	7

Title	race	FTE	HEAD
COORDINATOR/MANAGER/SUPERVISOR	White	COUNT	COUNT
DEPARTMENT HEAD	White	15.4651	20
DIR -PERSONNEL/HUMAN RESOURCES	White	490.5232	1,270
DIST INSTR PGM DIR OR EXC DIR	White	176.0011	183
PRINCIPAL	White	1958.9057	2,067
SUPERINTENDENT/CAO/CEO/PRESDNT	White	4909.5543	5,137
ART THERAPIST	White	884.9392	944
ATHLETIC TRAINER	White	2.65	20
AUDIOLOGIST	White	449.1126	637
AUXILIARY	White	57.6127	62
BUSINESS MANAGER	White	60048.114	65,558
CERTIFIED INTERPRETER		588.3381	600
CORRECTIVE THERAPIST	White	209.143	213
COUNSELOR	White	19.6915	24
EDUCATIONAL AIDE	White	6312.3346	6,728
EDUCATIONAL AIDE	White		24,953
FIELD SERVICE AGENT	White	2626.9272	2,739
LIBRARIAN	White	1.4999	5
LISSP/PSYCHOLOGIST	White	3595.7455	3,894
MUSIC THERAPIST	White	1005.3425	1,055
	White	29.5929	32
OCCUPATIONAL THERAPIST	White	439.8817	473
ORIENTATN/MOBILITY SPEC (COMS)	White	75.964	86
OTHER CAMP PROF PERSONNEL	White	3166.0952	3,554
OTHER ESC PROFESSIONAL PERSONN	White	29	29
OTHR NON-INSTR DISTRICT	White	7787.0249	8,095
PHYSICAL THERAPIST	White	203.0118	228
PHYSICIAN	White	1	1
PSYCHOLOGICAL ASSOCIATE	White	61.1944	66
RECREATIONAL THERAPIST	White	5.7217	6
REGISTRAR	White	221.6426	234
SCHOOL NURSE	White	3980.8045	4,105
SOCIAL WORKER	White	207.3177	216
SPECIALIST/CONSULTANT	White	35.3555	43
PEECH THRPST/SPEECH-LANG PATH	White	2786.1533	2,971
AX ASSESSOR AND/OR COLLECTOR	White	41	43
VORK-BASED LEARNING SITE COOR	White	53.4364	210
UBSTITUTE TEACHER	White	168.448	259
EACHER	White	205378.0505	209,235
EACHER APPRAISER	White	7.4312	15
EACHER FACILITATOR	White	2916.2454	3,227
EACHER SUPERVISOR	White	910.7825	998
RUANT OFF/VISIT TEACHER	White	133.7828	146

PRIVILEGED AND CONFIDENTIAL Prepared at the Request of Counsel

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Teachers Availability Rates Derived From US DOE NCES 2010 Integrated Post Secondary

Education Data System (2010 Bachelor's, Master's and Doctor's Education Graduates)¹

Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Hispanic Teachers	Actual Number of TUSD Hispanic Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	15.83%	2,936	464.8	741	276.2	14.0 *
AZ, CA, NM, TX	22.87%	2,936	671.3	741	69.7	3.1 *
Surrounding states ² 48 states	22.25%	2,936	653.4	741	87.6	3.9 *
	6.76%	2,936	198.4	741	542.6	39.9 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Black Teachers	Actual Number of TUSD Black Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona AZ, CA, NM, TX Surrounding states ² 48 states	6.26%	2,936	183.8	86	-97.8	-7.4 *
	10.00%	2,936	293.7	86	-207.7	-12.8 *
	7.78%	2,936	228.3	86	-142.3	-9.8 *
	9.62%	2,936	282.6	86	-196.6	-12.3 *

¹Excludes University of Phoenix - Online Campus.

http://nces.ed.gov/ipeds/datacenter/CDS.aspx

²California, Nevada, Utah, Colorado, New Mexico and Texas

^{*} Statistically Significant.

State	institution name	n je	field.	opcode				2				
Arizona	American Indian College of the	First major	Education	13,	Degree	total	_	indian	pacifi		hispanic	white
!	Assemblies of God Inc	Liter indicate	concation	1	Bachelor's degree	7	2	0	2	0	0	0
Arizona	Arizona State University	First major	Education	13,	Bachelor's degree	963	912	77	24	18	192	651
Arizona	Arizona State University	First major	Education	,13,	Doctor's degree - research/scholarship (new	77	09	0	3	2 20	8	44
Arizona	A 11 A 12 A 14 A 16 A 17				degree classification)							
0.001.0	Anzona state University	rirst major	Education	13	Master's degree	1110	1032	30	36	33	144	789
12011	Arizona State University	Second major	Education	,13,	Bachelor's degree	32	32	0			9	24
Arizona	University of Arizona	First major	Education	,13,	Bachelor's degree	356	337	on	10	11	76	231
Arizona	University of Arizona	First major	Education	13,	Doctor's degree - research/scholarship (new	28	41	1	2	1	9	31
					degree classification)							
Alizona -	University of Arizona	First major	Education	13,	Master's degree	199	179	6	2	9	29	133
Arizona	University of Arizona	Second major	Education	,13,	Bachelor's degree	0	0	0	0	0	C	C
Arizona	Grand Canyon University	First major	Education	13,	Bachelor's degree	161	45	C	C	2	,	2 00
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00000	Grand Carryon University	HIRST Major	Education	13	Master's degree	3952	655	12	0	154	79	410
A IZOIIA	Grand Canyon University	Second major	Education	13	Bachelor's degree	2	Т	0	0	0	0	-
Arizona	Dine College	First major	Education	'13'	Bachelor's degree	0	0	0	0	0	0	0
Arizona	Northern Arizona University	First major	Education	'13'	Bachelor's degree	584	571	23	10	5	112	421
Arizona	Northern Arizona University	First major	Education	13,	Doctor's degree - research/scholarship (new	21	21	0	0	0	3	18
					degree classification)						_	
Zona	Northern Arizona University	First major	Education	13	Master's degree	1229	1202	89		46	166	896
Arizona	Northern Arizona University	Second major	Education	,13,	Bachelor's degree	1	1	0	0	10	0	
Arizona	Ottawa University-Phoenix	First major	Education	'13'	Bachelor's degree	93	78	1	Ì	†=	16	- 6
Arizona	Ottawa University-Phoenix	First major	Education	'13'	Master's degree	48	41	0		i v	7	280
Arizona	University of Phoenix-Phoenix-	First major	Education	'13'	Bachelor's degree	28	18	0		0	4	14
!	Hohokam Campus							,				•
Arizona	University of Phoenix-Phoenix-	First major	Education	,13,	Master's degree	216	163	2	m	16	18	124
1	Hohokam Campus											
izona	Prescott College	First major	Education	,13,	Bachelor's degree	84	77	-	c	2	22	53
Arizona	Prescott College	First major	Education	113,	Doctor's degree - research/scholarship (new	9	9	0	0	0	2,0	4 6
i		2000			degree classification)	-					-	
Arizona	Prescott College	First major	Education	13,	Master's degree	17	17	C	-	-	-	1,4
Arizona	Prescott College	Second major	Education	,13,	Bachelor's degree	-				1 0	4	1
Arizona	Arizona Christian University	First major	Education	†	Bachelor's degree	15	1 2	2	ة أد	> -	5	7 (
Arizona	University of Phoenix-Online	First major	Education	T	Bachalor's cleares	3 5	CT 6		0	-1 (7	13
	Campus					₹	0	-1	5	n	Ϋ́)	41
Arizona	University of Phoenix-Online	First major	Education	,13,	Doctor's degree - research/scholarship (new	158	193	-	-	c c	Ł	6
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Arizona	University of Phoenix-Online	First major	Education	,13,	Master's degree	4696	3530	27	84	910	191	2318
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Arizona	University of Phoenix-Southern Arizona Campus	First major	Education	13.	Bachelor's degree	10	6	0	0	0	2	7
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ļ	Arizona Campus	•				-	ì	· -	·	-	n	7
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	Degree	Master's degree	Doctor's degree - research/scholarship (new	degree classification)	Master's degree	Bachelor's degree	Doctor's degree - professional practice (new	degree classification)	Doctor's degree - research/scholarship (new degree classification)	Master's degree	Master's degree	Bachelor's degree	Master's degree	Bachelor's degree	Bachelor's degree	Master's degree	Master's degree	Bachelor's degree	Master's degree	Doctor's degree - professional practice (new	degree classification)	Master's degree	Bachelor's degree	March of the man of	Master's degree	Bachelor's degree		Doctor's degree - research/scholarship (new degree classification)	Master's degree	Bachelor's degree	The state of the s	Master's degree	Bachelor's degree	Bachelor's degree		Master's degree	Rachalor's degree	מכניהוסי א מפשי המ	Master's degree)	Master's degree	Bachelor's degree	TOTAL CONTRACTOR OF THE PROPERTY OF THE PROPER	Mastaric domas
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	Degree	Bachelor's degree	Master's degree	Bachelor's degree	Bachelor's degree	Master's degree	Master's degree	Bachelor's degree	Doctor's degree - professional practice (new degree classification)	Doctor's degree - research/scholarship (new degree classification)	Master's degree	Bachelor's degree	Bachelor's degree	Doctor's degree - professional practice (new degree classification)	Master's degree	Bachelor's degree	Master's degree	Bachelor's degree	Doctor's degree - professional practice (new degree classification)	Master's degree	Bachelor's degree	Master's degree	Bachelor's degree	Master's degree	Bachelor's degree	Bachelor's degree	Master's degree
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institution name	Southwestern Assemblies of God University	Southwestern Assemblies of God University	Southwestern University	Stephen F Austin State University	Stephen F Austin State University	Stephen F Austin State University	Texas State University-San Marcos	Texas State University-San Marcos	Southwestern Adventist University	Southwestern Adventist University	Sul Ross State University	Tarleton State University	Tarleton State University	The University of Texas Health Science Center at San Antonio	Texas A & M University-Kingsville	Texas A & M University-Kingsville	Texas A & M University	Texas A & M University	at Arlington	The University of Texas at Arlington	The University of Texas at Austin	The University of Texas at Austin	The University of Texas at Dallas	The University of Texas at El Paso	The University of Texas at El Paso	The University of Texas at El Paso	Tyler		Texas Christian University	Toose Christian Initiation
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PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Teachers Availability Rate Derived From US DOE NCES 2010 Integrated Post Secondary Education Data System (2010 Bachelor's Education Graduates)¹

Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Hispanic Teachers	Actual Number of TUSD Hispanic Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	20.58%	2,936	604.2	741	136.8	6.2 *
AZ, CA, NM, TX	32.17%	2,936	944.6	741	-203.6	-8.0 *
Surrounding states ² 48 states	25.53%	2,936	749.6	741	-8.6	-0.4
	6.10%	2,936	179.1	741	561.9	43.3 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Black Teachers	Actual Number of TUSD Black Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	2.09%	2,936	61.4	86	24.6	3.2 *
AZ, CA, NM, TX	4.68%	2,936	137.5	86	-51.5	-4.5 *
Surrounding states ² 48 states	4.17%	2,936	122.4	86	-36.4	-3.4 *
	6.80%	2,936	199.8	86	-113.8	-8.3 *

¹Excludes University of Phoenix - Online Campus.

http://nces.ed.gov/ipeds/datacenter/CDS.aspx

²California, Nevada, Utah, Colorado, New Mexico and Texas

^{*} Statistically Significant.

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institution name	American Indian College of the	Assemblies of God Inc	Arizona State University	Arizona state University	University of Arizona	University of Arizona	Grand Canyon University	Grand Canyon University	Dine College	Northern Arizona University	Northern Arizona University	Ottawa University-Phoenix	University of Phoenix-Phoenix-	Hohokam Campus	Prescott College	Prescott College	Arizona Christian University	University of Phoenix-Online Campus	University of Phoenix-Southern	Arizona Campus	International Baptist College	Northcentral University	Azusa Pacific University	Bethany University	Bethesda Christian University	Biola University	California Baptist University	California Polytechnic State	University-San Luis Obispo	California Polytechnic State	California State University	Bakersfield	California State University- Bakersfield	California State University-	California State University-San	Bernardino	California State Polytechnic	University-Pomona	California State University-Chico	California State University-Chico	California State University-	Dominguez Hills	California State University-Fresno	California State University-Fresno
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institution name	School	Simpson University	Vanguard University of Southern California	University of Southern California	Brandman University- Part of the Chapman University System	University of Phoenix-San Diego	γ of Phoenix-Bay Area	y of Phoenix-Southern Campus	University of Phoenix-Sacramento (Valley Campus	California State University-Channel Fislands	University of Phoenix-Central Valley First major Campus	University of the West F	Providence Christian College	Eastern New Mexico University- Fi	Eastern New Mexico University- So
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Surrounding States	New Mexico	University of New Mexico-Main	Second major	Education	13,	Bachelor's degree	23	23	2	2 0	8	11
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Surrounding States	New Mexico	University of the Southwest	First major	Education	13,	Bachelor's degree	24	24	0	0	6	15
Surrounding States	New Mexico	Western New Mexico University	First major	Education	13,	Bachelor's degree	27	25	0		14	11
Surrounding States	New Mexico	Western New Mexico University	Second major	Education	13,	Bachelor's degree	2	2	0	0		
Surrounding States	New Mexico	University of Phoenix-Albuquerque	First major	Education	,13,	Bachelor's degree	24	16	0	0	14	
Surrounding States	Texas	Abilene Christian University	First major	Education	13,	Bachelor's degree	86	83	1	3	9	72
Surrounding States	Texas	Abilene Christian University	Second major	Education	13,	Bachelor's degree	0	0	0 0	0	0	0
Surrounding States	Texas	Arlington Baptist College	First major	Education	13,	Bachelor's degree	33	32	0 2	0	2	28
Surrounding States	Texas	Baylor University	First major	Education	13,	Bachelor's degree	149	145	0 4	9	10	125
Surrounding States	Texas	Concordia University Texas	First major	Education	,13,	Bachelor's degree	17	17	0 0	0	H	16
Surrounding States	Texas	Texas A & M University-Corpus Christi	First major	Education	133	Bachelor's degree	15	15	1 0	2	2	7
Surrounding States	Texas	Dallas Baptist University	First major	Education	13,	Bachelor's degree	24	23	1 0	1	0	21
Surrounding States Surrounding States	Texas Texas	Dallas Baptist University Dallas Christian College	Second major First major	Education Education	13' 1	Bachelor's degree Bachelor's degree	0 2	0 2	0 0	0 0	0 0	0

white	٦	0 0	37	24		48	-	17	Э	and the second	29	T-	23		0	0		0	138	c	55	67	ō	3 0	24	m	10	56	0	m	15	C
hispanic	1_	0		0	1	4	c	2 21	7		3	C	39	T	-	0	1	201	22	-	9	7	u	10	7	27	н	16	н	4	2	c
hisp	1	0	2	8	+	1		2 2	0		0	0	9				-	0								+	 - 					
black			ļį												1	0			95		0	2		, 0	, w	1	14	1	0	0	0	
pacific	0	-	0	0		0		2	П		0	0	H		0	0	+	1	æ	c	0	0	c	0	0	0	0	0	0	7	0	C
indian	10	0	0	0		0	c	0	0			0			2	0		H	ю	Ö	0	-	c	0	1	0	0	0	0	0	0	C
	1	6	40	27	+	53	-	31	11		33	1	70	-	16	0		203	222	0	61	80	47	0	55	31	15	43	н	6	17	
Race Categories			3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		- CON 114		- Constitution of the Cons										1000	2	2									,				
total	П	10	40	27		54		32	11		37	П	78		16	0		207	224	0	61	81	51	0	29	31	15	43	П	12	18	č
Degree		Bachelor's degree	Bachelor's degree	Bachelor's degree		Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree		Bachelor's degree	Bachelor's degree	Bachelor's degree		Bachelor's degree	Bachelor's degree		Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bacheior's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree
<u>a</u>		E I	13	13,		13,	,13,	13,	,13, E		'13' B		13, 8					13, B	13, B	'13' B	'13' B	13, B;	13' B	1	13' Be							131
	Education	Education	Education	Education		Education	Education	Education	Education		Education	Education	Education	+	Education	Education		Education	Education	Education	Education	Education	Education			Education			-+	_	+	Education
	1				+++	<u>B</u>		Ed					Ē					Edu	Edu	Ι.	Edu	Edu	Edu		Edu	Edu	Edu			<u> </u>	Edu	Edu
major	Second major	First major	First major	First major		First major	Second major	First major	Second major		First major	Second major	First major		First major	Second major		First major	First major	Second major	First major	First major	First major	Second major	First major	First major	First major	First major	Second major	First major	First major	First major
	ege	University of Dallas	East Texas Baptist University Fi	Texas A & M University-Commerce Fi		Hardin-Simmons University Fil		Houston Baptist University Fir	Houston Baptist University Se				University of the incarnate Word Fir	7/2		Jarvis Christian College Sec		Texas A & M International Fire University	LeTourneau University Firs	-	Lubbock Christian University Firs	University of Mary Hardin-Baylor Firs			-	Our Lady of the Lake University-San Firs Antonio			٨	nas		of Marys University Firs
State	Texas	Sexas	Texas	Texas		Texas	Texas	Texas	Texas		Texas	lexas	Texas	·	Texas	Texas		Texas	Texas	Texas	Texas	Texas	Texas	Texas	Texas	Texas	Texas	Texas	Texas	Texas	Texas	LEXES
13 tet	States	31916	States	States		States	States	States	States		States			<u>-</u>	States	in the second	- 1	States	1 .	i i	-	-	tates	tates	- 7	- 1		T		i	į	-
Region Surrounding States	Surrounding states	No constant	Surrounding States	Surrounding States		Surrounding States	Surrounding States	Surrounding States	Surrounding States		Surrounding States	Sourconding States	Surrounding States	:	Surrounding States	Surrounding States		Surrounding S	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Surrounding States	Wit cuttering a

Region Surrounding Gates	State	institution name	major	field	cipcode	Degree	total	Sum of Race Categories	indian	pacific black	hispanic	white
Surrounding States		Southern Methodist University Southern Methodist University	First major Second major	Education	13,	Bachelor's degree Bachelor's degree	7	7	0	0		L
Surrounding States	Texas	Southwestern Assemblies of God University	First major	Education	,13,	Bachelor's degree	49	49	5	5 0	3 8	
Surrounding States	Texas	Southwestern University	First major	Education	13,	Bachelor's degree	18	18	0	0	- E	12
anig States	exe exe exe exe exe exe exe exe exe exe	Stephen F Austin State University	First major	Education	13,	Bachelor's degree	æ	8	0	0	0 0	i L
Surrounding States	Texas	Southwestern Adventist University	First major	Education	'13'	Bachelor's degree	21	17	0	0	1 2	14
												
										1		
Surrounding States	Texas	The University of Texas at El Paso	First major	Education	'13'	Bachelor's degree	435	425	0	2 6	6 382	35
Surrounding States	Texas	Texas Christian University	First major	Education	133,	Bachelor's degree	107	104	1	3	6 18	76
Surrounding States	Texas		First major	Education	'13'	Bachelor's degree	15	15	0	0		
Surrounding States Surrounding States	Texas	Texas Lutheran University Texas Lutheran University S	First major Second major	Education		Bachelor's degree Bachelor's degree	19	119	0 0	0 0 0 0	5 0	12 0
	Texas	Texas Wesleyan University F	First major	Education	,13,	Bachelor's degree	49	47	2	4 4	111	30
Surrounding States	Texas	Trinity University	First major	Education	13,	Bachelor's degree	15	111	0	0 0	2	6
Surrounding States	Texas		٥	Education	Ti	Bachelor's degree	н	7	0			7
	Texas	Wayland Baptist University	First major	Education	13,	Bachelor's degree	26	54	0	0	6	42
Surrounding States	Texas		٥	Education		Bachelor's degree	0	0	0	0 0	0	0
on ordina	lexas	West Texas A & M University Fi	First major	Education	13,	Bachelor's degree	c	C	•			0

	white	0	0	0		10	0	62	7	0		32	0	5	57	-
	hispanic	0	0	0		0	0	7	0	+0+	+++	7	0		0 4	0
,		0	0	0		0	0	2	0	0		0	0	0	0 4	0
		0 0	0	0		0	0	0	0	0		0	0	0	2	0
	an pacific	0 0	0	0		0	0	0	-	0		0	0	0	1 0	0
	indian	0 0	0	0		10	0	71		0		0	0	9	0 19	
Sum of Race	Categories	T T T T T T T T T T T T T T T T T T T						7	Will live and the second of th			39)		0 65	
	total	0 0	0	0		11	0	80	00	0		39	0	9	0 67	Т
	Degree	Bachelor's degree Bachelor's degree	Bachelor's degree	Bachelor's degree		Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree		Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree Bachelor's degree	Bacheior's degree
	의	13,	.13,	.13.		'13'	13,	13.	13,	13,		13,	13,	,13,	13, B	,13.
1	tield	Education	Education	Education		Education	Education	Education	Education	Education	10. au	Education	Education	Education	Education	Education
	major	First major	First major	First major		First major	Second major	First major	First major	Second major		First major	Second major	First major	Second major E First major	Second major E
institution narne	Wiley College	University of Phoenix-Dallas Campus	University of Phoenix-Houston Campus	University of Phoenix-San Antonio Campus		University of Colorado Boulder	University of Colorado Boulder	Colorado Christian University	Colorado State University	Colorado State University		Metropolitan State College of Denver	Metropolitan State College of Denver	Naropa University	Naropa University University of Northern Colorado	University of Northern Colorado
State	Texas	Texas	Texas	Texas		Colorado	Colorado	Colorado	Colorado	Colorado		Colorado	Colorado	Colorado	Colorado	Colorado
Region	Surrounding States	Surrounding States	Surrounding States	Surrounding States		Surrounding States	i	Surrounding States	Surrounding States	Surrounding States			Surrounding States	Surrounding States (Surrounding States Carrounding States	Surrounding States (

Region	State	institution name	major	field	cípcode	Degree	total	Sum of Race Categories	indian	pacific	black	hispanic	white
Surrounding States	Colorado	Regis University	First major	Education	'13'	Bachelor's degree	4	E	0	0	1	2	0
Surrounding States	Colorado	Rocky Mountain College of Art and Design	First major	Education	.13,	Bachelor's degree	10	6	0	0	0	0	6
Surrounding States	Colorado	University of Phoenix-Colorado Campus	First major	Education	13,	Bachelor's degree	0	0	0	0	0	0	0
Surrounding States	Colorado	Johnson & Wales University-Denver First major	First major	Education	13,	Bachelor's degree	0	0	0	0	0	0	0
					777077								
Surrounding States	Nevada	University of Nevada-Las Vegas	First major	Education	13,	Bachelor's degree	255	237	2	12	25	35	163
Surrounding States	Nevada	University of Nevada-Reno	First major	Education	113.	Bachelor's degree	160	155	m	2		19	130
Surrounding States Surrounding States	Nevada Nevada	University of Nevada-Reno Great Basin College	Second major First major	Education	13,	Bachelor's degree Bachelor's degree	1 17	10 16	0 0	0 0	0	7	0 0
Surrounding States	Nevada	University of Phoenix-Las Vegas Campus	First major	Education	'13'	Bachelor's degree	56	19	0	0		0	18
Surrounding States Surrounding States	Nevada Nevada	Nevada State College University of Phoenix-Northern Nevada Campus	First major First major	Education	13,	Bachelor's degree Bachelor's degree	59	59	0 1	0 1	0	13	44
Surrounding States	Utah	Brigham Young University	First major	Education	'13'	Bachelor's degree	595	574	7	6	0	26	537
Surrounding States	Utah		Second major	Education	13,	Bachelor's degree	6	6	0	0	С	1 0	σ
Surrounding States Surrounding States	Utah Utah	Dixie State College of Utah Southern Utah University	First major First major	Education Education	'13'	Bachelor's degree Bachelor's degree	161	51	0	0	0	0 5	51
Surrounding States	Utah	Utah State University	First major	Education	'13'	Bachelor's degree	405	390	2	m	2	7	376
Sur ounding States	Utah	Utah Valley University	First major	Education	'13'	Bachelor's degree	247	245	0	0	1	3	239
Surrounding States	Utah	University of Utah	First major	Education	,13,	Bachelor's degree	82	74	1	-	-	2	69
	Utah	Weber State University	First major	Education	.13,	Bachelor's degree	235	189	-	5		m	179
Surrounding States	Utah	Westminster College	First major	Education	'13'	Bachelor's degree	15	15	0	0	0	m	12

	white	3	20	472	41	10	· m	5	1		30	2	, N	11	0	0	84474	4199
	hispanic	0	0	0	++	0	0	0			2	+++	0	4	0	0	6109	2407
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	pacific	0	0	0	m	0	0	0	29		114	-	-	20	2	0	1990	423
	indian	0	0	0	1	3	1	0	0		-	0	0	-	0	0	868	138
Sum of	es es	8	20	472	46	13	4	9	45		147	4	9	35	2	0	100279	7520
	total	3	31	472	47	14	2	9	59		148	8	9	56	m	0	101265	8409
•	Degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree		Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	Bachelor's degree	
	cipcode	,13,	.13	13,	13	,13,	,13,	133	'13'		,13,	'13'	13.	,13,	,13,	.13.	,13,	
	field	Education	Education	Education	Education	Education	Education	Education	Education		Education	Education	Education	Education	Education	Education	Education	
	major	Second major		First major	First major	First major	First major	First major	First major		First major E	First major E	First major E	First major E	Second major E	First major E	14.1	
	institution name	Westminster College	University of Phoenix-Utah Campus First major	Western Governors University	University of Alaska Anchorage	University of Alaska Fairbanks	University of Alaska Southeast	Alaska Pacific University	Chaminade University of Honolulu		University of Hawaii at Manoa	Hawaii Pacific University	University of Hawaii-West Oahu	Brigham Young University-Hawaii	Brigham Young University-Hawaii	University of Phoenix-Hawaii F	All	
	State	Utah	Utah	Utah	Alaska	Alaska	Alaska	Alaska	Hawaii		наман	Hawaii	Hawaii	Hawaii	Hawaii	Hawaii	United States	AZ, CA, NM, TX
	Region	Surrounding States	Surrounding States	Surrounding States	Alaska	Alaska	Alaska	Alaska	Hawaii	;	Hawaii	Hawaii	Hawaii	Hawaii	Hawaii	hawaii	United States	AZ, CA, NM, TX

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Principals

Availability Rates Derived From US DOE NCES Schools and Staffing Surveys (SASS) "Public School Principal Data File" 2007 - 2008

Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Principals	Expected Number of TUSD Hispanic Principals	Actual Number of TUSD Hispanic Principals	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	10.78%	87	9.4	31	21.6	7.5 *
AZ, CA, NM,TX	18.94%	87	16.5	31	14.5	4.0 *
United States	6.49%	87	5.6	31	25.4	11.0 *

^{*} Statistically significant.

http://nces.ed.gov/surveys/sass/tables_list_2009323.asp

National Center for Education Statistics

Number of public school principals and percentage distribution of school principals, by race/ethnicity and state: 2007-08

			Race/ethnicity		
State	Total number of principals	Hispanic, regardless of race	White,	Black,	
20 1. 17.11		دوهما مادعه دا اهرو	iioii-mspariic	non-Hispanic	Other
United States	90,470	6.5	6.08	10.6	2.0
Arizona	1,910	10.8 !	87.1	+1	+
California	9,170	17.2	73.4	+ 4	+ 47+
Colorado	1,600	8.2 !	86.9	++	++
Nevada	540	++	88.3	4.6	3.4
New Mexico	710	37.4	57.9	**	++
Texas	8,300	21.2	68.2	9.2	- ++
Utah	006	++	97.4	++	- ++

Rounds to zero.

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

‡ Reporting standards not met.

Other includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; or Two or more races, non-Hispahic.

NOTE: Black includes African American and Hispanic includes Latino. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2007-08.

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Teachers

Availability Rates Derived From US DOE NCES Schools and Staffing Surveys (SASS) "Public School Teacher Data File" 2007 - 2008

Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Hispanic Teachers	Actual Number of TUSD Hispanic Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona AZ, CA, NM,TX Surrounding states ¹ United States	13.90% 21.26% 19.87% 7.06%	2,936 2,936 2,936 2,936	408.1 624.1 583.3 207.2	741 741 741 741	332.9 116.9 157.7 533.8	17.8 * 5.3 * 7.3 * 38.5 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Black Teachers	Actual Number of TUSD Black Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Arizona	2.50%	2,936	73.4	86	12.6	1.5
AZ, CA, TX	5.70%	2,936	167.5	86	-81.5	-6.5 *
United States	7.00%	2,936	205.5	86	-119.5	-8.6 *

¹California, Nevada, Utah, Colorado, New Mexico and Texas

http://nces.ed.gov/surveys/sass/tables list 2009323.asp

^{*} Statistically significant.

National Center for Education Statistics

Table 2. Percentage distribution of public school teachers, by race/ethnicity and state: 2007-08

	ı				Race/ethnicity			
				American Indian/Alaska		Native Hawaiian		Turn
Ototo Ototo	Total number	White,	Black,	Native,	Asian,	or otrer racino Islander	Hispanic, regardless	races, non-
Olale	of teachers	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic	of race	Hispanic ¹
United States	3,404,500	83.1	7.0	0.5	1.2	0.2	7.1	00, 00
Arizona	99:200	78.7	2.5!	2.0	- ++	; +	13.0	20 00
California	310,000	70.5	4.4	++	+ 4	+ « C	ς α α	1.490.1
Colorado	50,100	89.0	* +1	+ +4	<u> </u>	 9: *#	- 'Y'	- !
Nevada	23,700	83.2	++	⊦ ++	+ +	+ +	 	+ 46.5
New Mexico	22.700	58.1	- ++	2.1	+ ++	+ +	35.8	26.14.0
Texas	340,400	66.4	6.7	++	+ +	+ #	0.00	0.20
Utah	27,200	96.2	++	+++	+ ++	⊧ ++	2.0 1	1 20 +
Rounds to zero) Oi +

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

‡ Reporting standards not met.

¹ Two or more rades, non-Hispanic includes all non-Hispanic respondents who selected more than one race.

NOTE: Teachers include both full-time and part-time teachers. Black includes African American and Hispanic includes Latino. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2007-08.

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Administrators

Availability Rates Derived From 2000 Census EEO Special File Education Administrators (Occupation Code 023)

Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Administrators	Expected Number of TUSD Hispanic Administrators	Actual Number of TUSD Hispanic Administrators	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Tucson MSA	20.37%	176	35.9	65	29.1	5.5 *
Arizona	12.81%	176	22.5	65	42.5	9.6 *
AZ, CA, NM,TX	16.21%	176	28.5	65	36.5	7.5 *
Surrounding states ¹	15.28%	176	26.9	65	38.1	8.0 *
48 states	5.90%	176	10.4	65	54.6	17.5 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Administrators	Expected Number of TUSD Black Administrators	Actual Number of TUSD Black Administrators	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Tucson MSA	2.91%	176	5.1	13	7.9	3.5 *
Arizona	3.30%	176	5.8	13	7.2	3.0 *
AZ, CA, NM,TX	8.99%	176	15.8	13	-2.8	-0.7
Surrounding states ¹	8.81%	176	15.5	13	-2.5	-0.7
48 states	11.97%	176	21.1	13	-8.1	-1.9

¹California, Nevada, Utah, Colorado, New Mexico and Texas

 $\underline{http://www.census.gov/eeo2000/index.html}$

^{*} Statistically significant.

1,160

	White AIAN & Black Balan Ce 2+ Bares	non-Hienanic	or or or or or or or or or or or or or o	07	105		22 00 00	10	15 0 10	•	4	4	621	15 0	>
	Asian & White AIAN & White					٧		T 60	0	11				7.	
	Black & White	non-Hispanic		5	165	C		5	4	ž	3 9	.	646	c	,
	AIAN	non-Hispanic	430	o c	400	200	200	3	25	2.50	8 2	9	4,180	10	}
		non-Hispanic		3	144	25	2 5	07	10	7	٠ ,	>	346	40	
	Asian	non-Hispanic			5,085	35	750	2	19	115	36	r	13,511	35	
	Black	non-Hispanic	380	0 0	6,/10	20	6.475	2,10	40	395	370	2	83,636	70	1
		Hispanic	1.475	11,010	11,9/5	1,585	9.430	2016	120	975	185	3	41,212	490	
	White	non-Hispanic Hispanic	8,935	000 81	24,500	2,920	36.850	200	4,895	9,245	7.690	2017	548,230	1,710	100 001
Sum of	Race	Categories	11,514	00 510	610,00	4,874	54,029		5,138	10,932	3,347	11000	698,814	2,405	750075
	Reported	Total	11,510	20 00	COC'OO	4,870	54,030		5,145	10,940	3.350	10100	595,589	2,505	710 011
		Sex	Total	Total	i ora	Total	Total	1000	10131	Total	Total	1-4-1	total	Total	10+01
		Occupation	Education Administrators (023) SOC 11-9030	Education Administrators (023) SOC 11-9030	0000 HT 000 (CHO) COORDINATION OF THE COORDINA	Education Administrators (023) SOC 11-9030	Education Administrators (023) SOC 11-9030	Education Administrators (023) COC 11 0020	Education Administrators (025) SOC 11-9050	Education Administrators (023) SOC 11-9030	Education Administrators (023) SOC 11-9030	Education Administrators (CCO) 22001	Carcaton Administrators (UZS) SOC 11-3030	Education Administrators (023) SOC 11-9030	Education Administrators (073) SOC 11,0020
			Arizona Fips≂04	California Fips=06			Texas Fips=48	Utah Fips=49			Nevada Fips=32	48 states			AZ. CA. NM.TX
	i cie co	IIOIRau	Arizona	Surrounding States	Surrounding States	San Sandania States	Surrounding States	Surrounding States	Current diparter	samonume states	Surrounding States	48 states	Tueson	ייותראסוו	AZ, CA, NM, IX

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Teachers Availability Rates Derived From 2000 Census EEO Special File, All Teachers Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Hispanic Teachers	Actual Number of TUSD Hispanic Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Tucson MSA	19.10%	2,936	560.7	741	180.3	8.5 *
Arizona	11.77%	2,936	345.6	741	395.4	22.6 *
AZ, CA, NM,TX	15.59%	2,936	457.8	741	283.2	14.4 *
Surrounding states ²	14.64%	2,936	429.8	741	311.2	16.2 *
48 states	5.59%	2,936	164.1	741	576.9	46.4 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Black Teachers	Actual Number of TUSD Black Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Tucson MSA	1.55%	2,936	58.3	86	27.7	3.7 *
Arizona	2.08%	2,936	73.5	86	12.5	1.5
AZ, CA, NM,TX	6.75%	2,936	251.8	86	-165.8	-10.9 *
Surrounding states ²	6.51%	2,936	238.6	86	-152.6	-10.3 *
48 states	9.01%	2,936	289.0	86	-203.0	-12.6 *

²California, Nevada, Utah, Colorado, New Mexico and Texas

 $\underline{http://www.census.gov/eeo2000/index.html}$

^{*} Statistically significant.

¹Teachers include Pre-school and Kindergarten (Census Occupation Code 023), Elementary and Middle School Teachers (231), Secondary School Teachers (232) and Special Education Teachers (233).

				Reported	Sum of Race	White		344	4 e e e	i di		-				Balance 2+
Region	Geography	Occupation	Sex	Total	Categories	non-Hisnanic	Hispanic	Diach Don-Hispanic	Asian	MHOP!	AIAN	Black & White	Asian & White	AIAN & White	AIAN & Black	Races,
Arizona	Arizona Fips=04	Preschool and Kindergarten Teachers (230) SOC 25-2010	Total	6 575	6 573	A ERO	1.	225	HOII-HISPARIIC	non-mispanic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic
Arizona	Arizona Fips=04	Elementary and Middle School Teachers (231) SOC 25-2020	Total	47.485	C12,0	000'5	1,230	623	ort	07	780	30	4	70	4	9
Arizona	Arizona Fips=04	Secondary School Teachers (232) SOC 25-2030	Total	12,555	704/14	30,030	5,305	8e0	360	54	1,635	35	69	115	4	155
Arizona	Arizona Fips=04	Special Education Teachers (233) SOC 25, 2040	100	22,033	12,034	10,565	1,320	587	110	15	245	0	70	34	0	09
Surrounding States	_	Preschool and Vindormation Touchast (200) 600 at 2020	lotai	2,740	7,739	2,230	320	65	10	0	80	0	0	4	0	30
Surrounding States		rieschool allu Airluel Bartein Teachers (230) SUC 25-2010	Fotal	48,685	48,683	28,510	10,790	4,035	3,700	69	310	8	255	120	110	069
Surrounding States		ciementary and Middle School Leachers (231) SOC 25-2020	Total	333,705	333,715	241,425	45,425	19,025	18,420	435	1,240	505	1.305	1 845	305	3 795
Surrounding States		Secondary School Teachers (232) SOC 25-2030	Total	80,310	80,315	62,120	9,145	3,020	3,835	100	315	130	365	2,042	5 5	910
Surrounding States	California Fips=U6	Special Education Teachers (233) SOC 25-2040	Total	17,420	17,408	12,950	1,880	1,350	625	35	114	7,	6	77	Q *C	010
Surrounding States	New Mexico Fips=35	Preschool and Kindergarten Teachers (230) SOC 25-2010	Total	2,275	2,273	1,170	764	75	15	, -	245	j .	8 9	790	4 7	255
Surrounding States	New Mexico Fips=35	Elementary and Middle School Teachers (231) SOC 25-2020	Total	22,665	22,677	14,855	5 985	280	31,	> <	1,70	·	0 8	4 (0 ;	0
Surrounding States	New Mexico Fips=35	Secondary School Teachers (232) SOC 25-2030	Total	4,685	4,683	3,335	1 045	5	£	† C	135	4 •	Q (. 051	14	70
Surrounding States	New Mexico Fips=35	Special Education Teachers (233) SOC 25-2040	Total	1,450	1.449	1.010	335	£	}	> 0	63	4 (et c	70	0	40
Surrounding States	Texas Fips=48	Preschool and Kindergarten Teachers (230) SOC 25-2010	Total	34,545	34,533	22.155	6.870	4 550	495		6 2	ې د) ;	0 ;	0 ;	25
Surrounding States	Texas Fips=48	Elementary and Middle School Teachers (231) SOC 25-2020	Total	277,560	277,570	196.255	49.855	25.880	305	t , 9	5	00 1	45	105	72	184
Surrounding States	Texas Fips=48	Secondary School Teachers (232) SOC 25-2030	Total	58,775	58.776	44 720	8 295	4.265	2700	3. ₹	000	crt	787	880	45	880
Surrounding States	Texas Fips=48	Special Education Teachers (233) SOC 25-2040	Total	10,295	10.294	7 705	1 395	070	ţ G	4 0	315	4 í	115	310	∞	195
Surrounding States	Utah Fips=49	Preschool and Kindergarten Teachers (230) SOC 25-2010	Total	2.850	2 848	2 495	200	27.0	3 \$	> •	Q	ડ :	\$7	09	0	34
Surrounding States	Utah Fips=49	Elementary and Middle School Teachers (231) SOC 25-2020	Total	73.750	באר כר	מפר נר	502	CT I	44	4	07	10	15	15	0	25
Surrounding States	Utah Fips=49	Secondary School Teachers (232) COC 25, 2020	Total	2,430	25,245	065,22	oT to	25	82	09	120	4	24	09	0	40
Surrounding States	Utah Fips≃49	Special Education Teachers (232) SOC 23-2030	lotal	5,435	5,427	5,140	120	30	30	30	29	0	19	15	0	14
Surrounding States	Colorado Eine-Oo	Special curvation reachers (233) SUC 25-2040	Total	1,385	1,388	1,295	09	0	15	4	10	0	0	c		
Surrounding States	Colorado Ejerado	Preschool and Kindergarten Teachers (230) SOC 25-2010	Total	6,810	6)8′9	5,650	770	210	79	0	09	0	0	, £	· c	÷ 0£
Surrounding States	Colorado Ejaz-08	Elementary and Middle School Teachers (231) SOC 25-2020	Total	45,630	45,623	40,705	3,220	855	325	24	155	0	9	145	9	130
Currounding States	Colorado ripsido	secondary school Teachers (232) SOC 25-2030	Total	11,640	11,648	10,520	740	150	75	19	5.5	· c	14		r c) 1
Sourcounding States	Colorado Pips=U8	Special Education Teachers (233) SOC 25-2040	Total	2,705	2,697	2,445	145	55	4	4	} <	0 4	; <	2 -	,	57
Surrounding States	Nevada Fips=32	Preschool and Kindergarten Teachers (230) SOC 25-2010	Total	1,890	1,889	1,429	220	135	45		, Ç	+ 0	9 5	d t	5 (57
Surrounding States	Nevada Fips=32	Elementary and Middle School Teachers (231) SOC 25-2020	Total	18,745	18,739	15,955	1.005	1000		, f	111	ء د	77	01 ;	o (90
Surrounding States	Nevada Fips=32	Secondary School Teachers (232) SOC 25-2030	Total	3,595	3,598	3,175	180	115	9	j c	24	9 0	1 +	145	0 0	100
Surrounding States	Nevada rips=32	Special Education Teachers (233) SOC 25-2040	Total	715	705	265	19	35	10	, E		0 0) ,	7,	> (ę.
48 states	48 states	Elementary and Middle School Teachers (231) SOC 25-2020	total	3,102,830	3,103,653	2,561,905	170.950	783 355	40.540	1005	72 747	3000	•	14 0 300	0 00	4
48 states	48 states	Preschool and Kindergarten Teachers (230) SOC 25-2010	total	439,415	439.490	325.510	35,615	60 216	8 706	2,043	27,,54	2,230	4,000	9,290	2,060	14,410
48 states	48 states	Secondary School Feachers (232) SOC 25-2030	total	767,155	767.481	661 185	36.887	48 162	6,700	221	3,100	282	860	1,565	396	2,716
48 states	48 states	Special Education Teachers (233) SOC 25-2040	total	173 746	172 762	100,100	100,00	40,102	2,241	CC7	3,065	251	1,2/1	2,611	391	3,767
Tucson	Tucson, AZ MSA Fins=8520	Preschool and Kindergarten Teachers (120) CO. 10.00	100	04/6/1	C0/'C/T	081,061	1,133	17,107	1,450	110	961	91	181	651	180	724
Tucson	Tucson AZ MSA Fins=8520	Flementaniand Middle School Teachers (234) 606 or 2000	otal	1,305	1,208	815	294	20	40	10	0	10	0	4	0	15
Tucson	Tilcson A7 MSA Fine=8520	Compactive Cohool Touch and (200) COC 25-2020	lotal	7,790	7,372	5,579	1,480	125	35	80	20	0	14	0	15	24
Turson	Tieron AZ MCA Cina-orao	Secondary Scriptor reactiers (252) SUC 25-2030	Total	1,900	1,781	1,480	220	25	15	15	4	0	14	· c	4	; <
A7 CA NIM TX	A2 CA NM TV	Special Education Teachers (233) SOC 25-2040	Total	630	630	515	105	0	0	0	0	0	; C	, c	· c	, 5
74, CA, 14141, 1 A	AL, CA, INNI, IA	leachers	Total	961,825	961,824	592,475	149,959	64,960	30,825	810	7.118	981	2 562	7777	0 00	7177
												• •	10000	4,4,4	000	6/1/

PRELIMINARY October 15, 2012

Analysis of the Racial/Ethnic Composition of TUSD Teachers

Availability Rates Derived From 2000 Census EEO Special File, All Teachers Except Pre-School and Kindergarten

Hispanic v. All Others

Geographic Area	Hispanic Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Hispanic Teachers	Actual Number of TUSD Hispanic Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Tucson MSA	18.45%	2,936	541.7	741	199.3	9.5 *
Arizona	11.05%	2,936	324.3	741	416.7	24.5 *
AZ, CA, NM,TX	14.98%	2,936	439.9	741	301.1	15.6 *
Surrounding states ¹	14.05%	2,936	412.5	741	328.5	17.4 *
48 states	5.31%	2,936	156.0	741	585.0	48.1 *

Black v. All Others

Geographic Area	Black Availability Rate	Total Number of TUSD Teachers	Expected Number of TUSD Black Teachers	Actual Number of TUSD Black Teachers	Difference Between Actual and Expected	Number of Standard Deviations of Difference
Tucson MSA	1.53%	2,936	45.0	86	41.0	6.2 *
Arizona	1.92%	2,936	56.5	86	29.5	4.0 *
AZ, CA, NM,TX	6.45%	2,936	189.3	86	-103.3	-7.8 *
Surrounding states ¹	6.21%	2,936	182.4	86	-96.4	-7.4 *
48 states	8.50%	2,936	249.4	86	-163.4	-10.8 *

¹California, Nevada, Utah, Colorado, New Mexico and Texas

 $\underline{http://www.census.gov/eeo2000/index.html}$

^{*} Statistically significant.

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				Reported	Sum of Race	White		Black	Asian	NHOPI	AIAN	Black & White	Asian & White	AIAN & White	AIAN & Black	Races.
Region	Geography	Occupation	Sex	Total	Categories	non-Hispanic	Hispanic n	anic	inic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic	non-Hispanic
Arizona	Arizona Fips=04	Elementary and Middle School Teachers (231) SOC 25-2020	Total	47,485	47,482	38,890	5,305	860	360	52	1,635	35	69	115	4	155
Arizona	Arizona Fips=04	Secondary School Teachers (232) SOC 25-2030	Total	12,655	12,654	10,565	1,320	285	110	15	245	0	20	34	0	09
Arizona	Arizona Fips=04	Special Education Teachers (233) SOC 25-2040	Total	2,740	2,739	2,230	320	65	10	0	80	0	0	4	0	30
Surrounding States	California Fips=06	Elementary and Middle School Teachers (231) SOC 25-2020	rotal	333,705	333,715	241,425	45,425	19,025	18,420	435	1,240	505	1,305	1,845	305	3.785
Surrounding States	California Fips=06	Secondary School Teachers (232) SOC 25-2030	Total	80,310	80,315	62,120	9,145	3,020	3,835	100	315	130	365	425	20	810
Surrounding States	California Fips=06	Special Education Teachers (233) SOC 25-2040	Total	17,420	17,408	12,950	1,880	1,350	625	35	114	15	8	180	57	155
Surrounding States	New Mexico Fips=35	Elementary and Middle School Teachers (231) SOC 25-2020	Tota!	22,665	22,677	14,855	5,985	280	115	4	1,120	4	80	150	14	70
Surrounding States	New Mexico Fips=35	Secondary School Teachers (232) SOC 25-2030	Total	4,685	4,683	3,335	1,045	55	. 40	0	125	4	19	20	0	. 40
Surrounding States	New Mexico Fips=35	Special Education Teachers (233) SOC 25-2040	Total	1,450	1,449	1,010	335	10	0	0	69	0	0	0	0	25
Surrounding States	₹exas Fips=48	Elementary and Middle School Teachers (231) SOC 25-2020	Total	277,560	277,570	196,255	49,855	25,880	2,385	9	935	115	280	880	45	880
Surrounding States	Texas Fips=48	Secondary School Teachers (232) SOC 25-2030	Total	58,775	58,776	44,720	8,295	4,265	545	4	315	4	115	310	œ	195
Surrounding States	Texas Fips=48	Special Education Teachers (233) SOC 25-2040	Total	10,295	10,294	7,705	1,395	970	99	0	30	15	25	8	0	8
Surrounding States	Utah Fips=49	Elementary and Middle School Teachers (231) SOC 25-2020	Total	23,250	23,243	22,390	410	20	85	99	120	4	24	8	0	40
Surrounding States	Utah Fips=49	Secondary School Teachers (232) SOC 25-2030	Total	5,435	5,427	5,140	120	30	30	30	29	0	19	15	0	14
Surrounding States	Utah Fips=49	Special Education Teachers (233) SOC 25-2040	Total	1,385	1,388	1,295	9	0	15	4	10	0	0	0	0	4
Surrounding States	Colcrado Fips=08	Elementary and Middle School Teachers (231) SOC 25-2020	Total	45,630	45,623	40,705	3,220	855	325	24	155	0	9	145	4	130
Surrounding States	Colorado Fips=08	Secondary School Teachers (232) SOC 25-2030	Total	11,640	11,648	10,520	740	150	75	19	55		14	20	0	25
Surrounding States	Colorado Fips=08	Special Education Teachers (233) SOC 25-2040	Total	2,705	2,697	2,445	145	55	4	4	0	4	0	15	0	25
Surrounding States	Nevada Fips=32	Elementary and Middle School Teachers (231) SOC 25-2020	Total	18,745	18,739	15,955	1,005	1,000	300	15	155	20	44	145	0	100
Surrounding States	Nevada Fips=32	Secondary School Teachers (232) SOC 25-2030	Total	3,595	3,598	3,175	180	115	90	0	24	0	15	10	0	13
Surrounding States	Nevada Fips=32	Special Education Teachers (233) SOC 25-2040	Total	715	705	265	19	35	10	30	24	0	4	14	0	4
48 states	48 states	Elementary and Middle School Teachers (231) SOC 25-2020	tota!	3,102,830	3,103,653	2,561,905	170,950	283,355	40,540	1,045	13,742	2,296	4,060	9,290	2.060	14.410
48 states	48 states	Secondary School Teachers (232) SOC 25-2030	total	767,155	767,481	661,185	36,882	48,162	9,341	255	3,065	551	1,271	2,611	391	3,767
48 states	48 states	Special Education Teachers (233) SOC 25-2040	total	173,740	173,763	150,180	7,133	12,102	1,450	110	961	91	181	551	186	724
Tucson	Tucson, AZ MSA Fips=8520	Elementary and Middle School Teachers (231) SOC 25-7020	Total	7372	7,372	5,579	1,480	125	35	80	20	0	14	0	15	24
Tucson	Tucson, AZ MSA Fips=8520	Secondary School Teachers (232) SOC 25-2030	Total	1781	1,781	1,480	220	25	15	. 15	4	0	14	0	4	4
Tucson	Tucson, AZ MSA Fips=8520	Special Education Teachers (233) SOC 25-2040	Total	630	630	515	105	0	0	0	0	0	0	0	0	10
AZ, CA, NM,TX	AZ, CA, NM,TX	Teachers	Total	869,745	869,762	636,060	130,305	56,065	26,505	707	6,223	827	2,358	4,023	450	6,239